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Resources in Education (RIE). Volume 26, Number 11.
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SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Nov 91
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reference Materials - Bibliographies (131), Collected Works - Serials (022)
DESCRIPTORS - *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS - *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 333 097 CE 055 863

The Challenges of Managing a Small Business.
Dun and Bradstreet, Murray Hill, NJ.
PUB DATE - 89
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - Bureaucracy; *Business Administration; Competition; Consumer Economics; Employee Attitudes; *Money Management; Personnel Management; *Small Businesses; *Time Management; Work Attitudes

The following 10 common challenges faced by small business owners in managing their companies are discussed in this monograph: (1) knowing the business; (2) knowing the basics of business management; (3) having the proper attitude; (4) having adequate capital; (5) managing finances effectively; (6) managing time efficiently; (7) managing people; (8) satisfying customers by providing high quality; (9) knowing how to compete; and (10) coping with regulations and paperwork. (NLA)

ED 333 098 CE 056 021

An America that Works: The Life-Cycle Approach to a Competitive Work Force. A Statement by the Research and Policy Committee of the Committee for Economic Development.

ED 333 117 CE 057 981

Taylor, Maurice C., Ed.; Draper, James A., Ed.
Adult Literacy Perspectives.
SPONS. AGENCY - National Literacy Secretariat, Ottawa (Ontario).
PUB DATE - 89
NOTE - 486p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Books (010), Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143)
DESCRIPTORS - *Adult Basic Education; *Adult Literacy; Adults; Community Development; Correctional Institutions; Economic Development; Economic Factors; Foreign Countries; International Education; Planning; *Professional Development; Program Development; Program Evaluation; Remedial Instruction; *Student Evaluation; Training; Womens Education
IDENTIFIERS - *Canada; United Kingdom; Workplace Literacy

This book, intended to serve as a professional reference work, proposes to define the field of Adult Basic Education in its evolution, its contribution to professional education, and the principal problems and issues. The volume contains the following treatises: "Definitions and Evolution of the Concepts" (Thomas); "Selected Chronology of Literacy Events" (Draper); "Language of Experience and the Literacy of Power" (Darville); "Federal Legislation and Adult Basic Education in Canada" (Thomas et al.); "Literacy--'Autonomous v. Ideological' Model" (Street); "Historical View of Literacy" (Draper); "Case of the Franco-Ontarian Illiterate" (Roy-Poirier); "Adult Basic Education Programs in Canada" (Anderson); "Conscious Romantics" (Martin); "Implications of Technological Change for Adult Education" (Jean); "Community-Based Literacy Programming" (Gaber-Katz, Watson); "Generous Supply, Barred Demand" (Hautecoeur); "Creating Curriculum" (McBeth); "Approaches to Reading Instruction for Adult Beginning Readers" (Askov); "Computer Assisted Instruction" (Wiener); "Life Skills" (Conger, Cameron); "Role of Literacy in Methods of Teaching English as a Second Language" (Burnaby, Bell); "Literacy for Participation" (Brown); "Rubic Cube" (Lafleur); "Tests for Adult Basic Education and Adult Literacy" (Jones); "Assessment of the Basic Dimensions and the Concept of Instrument Readability" (Taylor); "Field Study of Community Literacy Methodological Questions" (Wagner); "Applying Naturalist Evaluation in Basic Education" (Fellenz); "Remedial Reading Procedures for Adult Learners" (Singh, Singh); "Adult Disabled Reader" (Thistlethwaite); "Remediation in Mathematics" (Chapline, Newman); "Remediation in Adult Education Using an Individualized Microcomputer Program" (Vacc); "Remedial Learning" (Lohnes); "Student Concepts of Literacy Learning" (O'Brien); "Teaching Styles and the Adult Basic Educator" (Conti); "Voluntarism in Community Based Literacy" (Moore; Westell); "Basic Job Retraining and Paid Educational Leave" (Burton); "Learning through Research" (Draper); "Reflections on Literacy and the Universal Learning Process" (Barer-Stein); "From the Learners' Voice" (Horsman); "Women and Literacy" (MacKeracher); "Economics of Adult Basic Education" (Rubenson); "Administration of Adult Basic Education Programs" (Rachlis); "Adult Basic Education in the Prisons" (Isabelle); "Literacy and Illiteracy in the Workplace" (Chang); "Issues, Trends and Implications in Adult Basic Education" (Pearpoint); "Adult Basic Education and Community Development" (Shuttleworth); "Adult Literacy in the Development of Nations" (Bhola); "International Communication and National Development" (Draper); "International Sharing" (Clarke); "Final Eradication of Illiteracy" (Belanger); and "Youth's Participation in Literacy

ED 333 136 CE 058 092

Cooperative Demonstration Program for High Technology Training.
Performance Report.
Indian Hills Community Coll., Ottumwa, Iowa.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 51p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Building Trades; *College Programs; Demonstration Programs; *Electrical Occupations; Females; Job Training; *Lasers; Microcomputers; *Nontraditional Occupations; Program Content; Program Effectiveness; Program Improvement; *Retraining; *Sex Fairness; Skill Development; Skilled Workers; Technological Advancement; Two Year Colleges; Womens Education
IDENTIFIERS - *Indian Hills Community College IA

A program at Indian Hills Community College (Ottumwa, Iowa) consisted of a sex equity component aimed to prepare women to enter nontraditional occupations and a building trades component to enable electrical workers to upgrade their skills. Both of the targeted groups underwent assessment and upgrading coordinated through the college's SUCCESS (Skill Upgrading for College and Careers Ensuring Student Success) center. The women participated in a program to obtain a High Technology diploma with studies primarily in the areas of personal computers, both hardware and software. The building trades component consisted of two segments. The first segment provided electronics and related courses to develop minimum competencies for coping with the installation and maintenance training offered in the second segment. The second segment included a laser course. These courses were conducted on Fridays and Saturdays and were attended mostly by employed people. As a result of the program, 28 women completed upgrade classes and 13 completed the High Technology program. Ten students completed upgrade classes and five completed the training program for the building trades component. Evaluation of the project showed that fewer students than anticipated were served, probably because of the extensive time commitments required during the 13-month components. Recommendations were made to incorporate the program components into the regular curriculum as 2-year courses. (Appendixes list the monitoring groups and provide an overview of the women in technology component.) (KC)

ED 333 137 CE 058 101

Matz, William A.
Summer Occupational/Vocational Program Report. Fiscal Year 1991.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE - Oct 90
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Career Choice; Career Development; *Career Education; Community Programs; *Program Content; Program Descriptions; Program Effectiveness; Program Improvement; Regional Schools; Secondary Education; State Programs; *Summer Programs; Summer Schools; *Vocational Education; Vocational Schools; *Work Experience Programs
IDENTIFIERS - *Delaware

ED 333 156 CE 058 150

Friedenberg, Joan E.; And Others
Serving Vocational Students with Disabilities: Guidelines for Infusing Preservice Vocational and Special Education Curricula.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
PUB DATE - 91
NOTE - 171p.; Appended material is printed on colored paper.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Behavioral Objectives; Classroom Techniques; *Disabilities; Education Work Relationship; *Fused Curriculum; Higher Education; Interdisciplinary Approach; Learning Activities; Postsecondary Education; *Preservice Teacher Education; Secondary Education; *Special Education Teachers; *Teaching Methods; Transparencies; *Vocational Education Teachers

This guide was developed to help vocational teacher educators and special teacher educators prepare prospective teachers for work with students with disabilities. The manual is based on 13 topics identified by a panel of national experts in vocational special education and vocational teacher education as most important for teacher trainees to know. The topics cover the following areas of the vocational preparation of students with disabilities: (1) basic problems and needs; (2) historical and legislative issues; (3) characteristics of the major disability categories; (4) model programs; (5) national resources for free or low-cost information; (6) materials; (7) objectives; (8) developing/adapting assessment procedures; (9) developing/modifying instructional materials; (10) developing/modifying instructional strategies; (11) monitoring/evaluating vocational preparation; (12) identifying appropriate accommodations; and (13) the school-to-work transition planning process. The guide contains samples of several course outlines that have been infused, introductory lecture notes, 24 handouts, activity sheets with answers and explanations, 40 transparency masters, and 29 references. (KC)

ED 333 157 CE 058 152

Gooler, Dennis D.; Roth, Gene L.
Instructional Technology Applications in Vocational Education: A Sourcebook of Ideas.
Northern Illinois Univ., De Kalb. Office for Vocational, Technical, and Career Education.
SPONS. AGENCY - Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE - Jan 90
NOTE - 70p.; For related documents, see CE 058 153-154.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Educational Media; *Educational Resources; *Educational Technology; Information Systems; Inservice Teacher Education; Instructional Innovation; Instructional Materials; *Interactive Video; *Microcomputers; Postsecondary Education; Secondary Education; Teaching Methods; *Video Equipment; Videotape Recordings; *Vocational Education

This resource book is one of a series of three information resources containing ideas about instructional technology applications and how certain technology applications may have particular relevance to vocational education. It also presents issues important for

ED 333 177 CE 058 192

Williams, Eunice
Development and Implementation of a Program To Increase Vocational School Attendance among High School Students.
PUB DATE - Apr 91
NOTE - 39p.; Practicum report, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Attitude Change; *Critical Thinking; *Enrollment Influences; High Schools; Program Implementation; *School Attitudes; *Student Attitudes; Student Recruitment; *Vocational High Schools

The low number of high school students electing to take advantage of the training available at a vocational school was addressed by implementing a program of activities intended to increase knowledge and develop critical thinking skills in decision making. The program took place in a West Florida high school with 1,819 students in grades 9-12, the majority of whom were from a lower socioeconomic background; 517 were sophomores. When the program began, only 17 students were taking courses at the vocational school. Ninety percent of the students responding to a survey at the school said they had "no" to "low" knowledge of the vocational school. The program tried to increase the number of sophomores signing up for the vocational school, improve their attitudes toward the vocational school by critical thinking activities, and improve their knowledge of the vocational school by educational activities. At the end of 12 weeks, the number of sophomores registering for the vocational school was 21, compared to 5 for the preceding year. The goal of 50 students was not met, but attitudes toward the vocational school were more positive, with a reduction of 67 percent in the number of negative comments on a survey. It was recommended that the vocational school change its name to a technical institute or technical college. (A list of 16 references is provided. Appendixes include a student survey, survey results, brainstorming sections, student plan, and career choices listed by students.) (KC)

ED 333 178 CE 058 194

Moss, Jerome, Jr.; Johansen, Barry-Craig
Conceptualizing Leadership and Assessing Leader Attributes.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 30p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Administrator Effectiveness; Administrator Qualifications; Definitions; *Leadership; *Leadership Qualities; *Leadership Training; Management Development; Personality Measures; Program Effectiveness; *Program Evaluation; *Rating Scales; *Self Evaluation (Individuals); Test Construction; Vocational Education
IDENTIFIERS - Leader Attributes Inventory

Leadership may be defined as both a process and a property. Research shows that some attributes common to successful leaders (characteristics, knowledge, and skills) can be significantly influenced by planned education or training. In the process of developing a leadership assessment instrument, a study specified

ED 333 195 CE 058 242

Principles of Technology. Final Report, Austin, Independent School District.
Austin Independent School District, Tex.
SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - 89
NOTE - 55p.; Project No. 88420028.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Academic Achievement; *Achievement Tests; High Schools; Mathematics Tests; *Physics; Science Instruction; Science Tests; *Technology
IDENTIFIERS - Austin Independent School District TX; *Principles of Technology; *Tests of Achievement and Proficiency

The achievement of the 44 Crockett high school students, in Austin, Texas, who participated in the Principles of Technology Program during the 1987-1988 school year was assessed, with the following findings; (1) 14 second-year students answered 30 percent more items correctly on the posttest than on the pretest; (2) the second-year students mastered the curriculum content; (3) on the science test and the mathematics test of the Tests of Achievement and Proficiency (TAP), student achievement gains were not significantly above or below the national norm; (4) the students who took the first-semester content of the first-year course in spring 1987 scored significantly better on the test than the students who took the same course in fall 1988; and (5) six students completed the first-year course and 19 completed the first semester of the second year. (Nine attachments are included: (1) enrollment history; (2) 1987-88 evaluation activities; (3) second-year test; (4) answers for second-year test; (5) scores on the second-year pretest; (6) first semester test results; (7) correlated t-test on pretest and posttest TAP science scores; (8) correlated t-test on pretest and posttest TAP mathematics scores; and (9) comparison of scores on the first-year test.) (NLA)

ED 333 196 CE 058 247

Principles of Technology. Final Report, Leander Independent School District.
Leander Independent School District, TX.
SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - 89
NOTE - 109p.; Project No. 88420057.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Competency Based Education; Curriculum Guides; Energy; Force; Grade 11; Grade 12; High Schools; Mathematics Skills; *Physics; Power Technology; Radiation; Science Instruction; *Technology
IDENTIFIERS - Leander Independent School District TX; *Principles of Technology

Principles of Technology was designed as a high school course in applied science for vocational students in the 11th and 12th grades in Leander, Texas. It consists of a 2-year curriculum covering 14 units in applied physics: (1) force; (2) work; (3) rate; (4) resistance; (5) energy; (6) power; (7) force transformers; (8) momentum; (9) waves and vibrations; (10) energy convertors; (11) transducers; (12) radiation; (13) optical systems; and (14) time constants. The curriculum was designed to

ED 333 214 CE 058 292

Assessment and Standards in Vocational Education and Training. Conference/Workshop Report (Adelaide, Australia, October 1-3, 1990).
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
PUB DATE - 90
NOTE - 314p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)
DESCRIPTORS - Certification; Competence; *Competency Based Education; Credentials; *Criterion Referenced Tests; Education Work Relationship; Employment Experience; Experiential Learning; Foreign Countries; *Job Skills; *Job Training; Performance Tests; Personnel Evaluation; Postsecondary Education; Prior Learning; Secondary Education; *Standards; *Vocational Education
IDENTIFIERS - Australia

These proceedings contain 17 papers from plenary sessions, workshops, and other presentations at a conference to consider and clarify major issues in assessment and standards in vocational education and training, including identification of problems and suggested solutions. A summary of discussions follows most presentations. Plenary session papers are as follows: "The Importance of Skills and Standards" (Slee); "The Development of the Vocational Education System in the Federal Republic of Germany from the Special Perspective of the 1992 European Integration" (Laur-Ernst); "United Kingdom Reforms in Qualifications and Standards in Vocational Training" (Fuller); "Issues Affecting Assessment and Accreditation" (Kirby); and "Summary and Challenges" (Hall). Workshops include the following: "Skill Standards in the Textile Clothing Footwear Industries" (Parkinson); "Competency-Based Training: COSTAC Working Party Report" (Murphy); "A Workplace Education (Adult Literacy) Project in the Hunter Valley" (McLauchlan); "More and Better Skills Recognition: Where Are We Up To? Where Are We Going?" (Ashenden); "The Trademen's Rights Regulation Act: National Recognition in the Metal and Electrical Trades" (Newton); "Graded Criterion Referenced Assessment in Competency-Based Training" (Van de Graaff); "Competency-Based Vocational Education: Implications for Teacher Education" (Watson); "What Is Clever about Competency-Based Training?" (Thompson); "Staff Development in Competency-Based Assessment" (Docking); "National Recognition of Experiential Learning for the Hospitality Industry" (Casey); "National Scheme for Accreditation of Independent Business Colleges" (Walsh); "TRAC: A Competency-Based Link between School and Work" (Sweet); "A Whole College Approach to Competency-Based Self-Paced Delivery" (Wickenton); and "Media Package: Assessing Competency in the Workplace" (Barry, Davy). Other presentations are: "The Challenges for Australia in Vocational Education and Training" (Dawkins); "Speech by the Minister of Employment and Further Education" (Rann); and "How Did We Get Here from There" (Ramsey). The program and list of participants are appended. (YLB)

ED 333 215 CE 058 293

Hall, William C., Ed.
Research and Development Digest--5. A Summary of Published Research by the Centre for the Period 1 July, 1989--30 June, 1990.
TAFE National Centre for Research and Development, Ltd., Leabrook

ED 333 233 CE 058 321

Mageean, Pauline
Pathways to Participation: The Vocational & Further Education Needs of Adult Immigrants in Rural Australia.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
SPONS. AGENCY - Australian Bureau of Immigration Research, Canberra.
PUB DATE - 90
NOTE - 67p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Access to Education; Adult Education; Adults; *Educational Needs; English (Second Language); Females; Foreign Countries; Higher Education; *Immigrants; Limited English Speaking; Needs Assessment; Participation; Postsecondary Education; Rural Areas; *Rural Population; *Vocational Education
IDENTIFIERS - *Australia (South Australia)

The vocational and further educational needs of adult, rural-based immigrants were assessed, with particular attention to the special needs of women and the situation in South Australia (SA). A literature review showed that the educational needs of rural-based immigrants were diverse, although they all shared the problems of geographic and cultural isolation. The need to help them to progress from basic English language classes into mainstream Technical and Further Education (TAFE) classes was emphasized, and recognition of experiential learning and overseas qualifications was an issue. Data came from a short questionnaire sent to SA rural immigrant organizations, information from state and territory agencies, and telephone interviews with colleges providing services to rural-based immigrants. The following issues in rural-based immigrants' access and participation in TAFE were identified: (1) difficulties of obtaining qualified staff; (2) obtaining appropriate and sufficient resources; (3) class size restrictions; (4) assisting home tutors of isolated rural students; (5) provision beyond English-as-a-Second Language classes; (6) professional development for rural college staff; (7) appropriateness of courses; (8) special needs of English-speaking immigrants, immigrant women, and aged rural-based immigrants; (9) informing isolated rural-based immigrants about TAFE; (10) special support needs; and (11) systemic responses to needs. (Appendixes include 27 references, statistics regarding potential population to be served by TAFE in rural areas, and the questionnaire.) (YLB)

ED 333 234 CE 058 327

Townsend, Tony, Ed.; Cowdell, Jennie, Ed.
Partnerships in Education. A Collection of Papers Presentation at the International Community Education Association (ICEA) Conference (1st, Melbourne, Australia, September 26-29, 1988).
Monash Univ., Clayton, Victoria (Australia).
SPONS. AGENCY - Mott (C.S.) Foundation, Flint, Mich.
PUB DATE - Sep 88
NOTE - 351p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Reports - Research/Technical (143)
DESCRIPTORS - *Adult Education; *Community Education; Continuing Education; Cooperative Programs; Developed Nations; Developing Nations; Disadvantaged Youth, *Educational Cooperation;

ED 333 252 CG 023 405

Anderson, Lisa K.; And Others
Self-Esteem and Facial Attractiveness among Learning Disabled Children.
PUB DATE - Mar 91
NOTE - 17p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (37th, New Orleans, LA, March 20-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Elementary Education; *Facial Expressions; *Learning Disabilities; *Physical Attractiveness; *Preadolescents; *Self Esteem; Special Education

Past research has demonstrated a relationship between children's physical attractiveness and their self-esteem. Other research has found that learning disabled children are at risk for having low self-esteem. This study examined the relationship between self-esteem and facial attractiveness in learning disabled children. Subjects were 20 diagnosed learning disabled children between the ages of 9 and 12 from a special school. Subjects' self-esteem was measured by administering the Coopersmith Self-Esteem Inventory. Facial attractiveness was measured by nine female judges who were unaware of the hypothesis of the study. The judges rated photographs of the children on a Facial Attractiveness Scale and the mean of the ratings for each child was used as the attractiveness rating for that child. The results indicated that there was a positive relationship between higher self-esteem and higher ratings of facial attractiveness among these learning disabled children. The results imply the importance of attractiveness in the development of self-esteem among learning disabled children. (NB)

ED 333 253 CG 023 406

Nedleman, Mark D.
A Survey of Married Graduate Students on Sources of Stress and Their Needs for Intervention.
PUB DATE - May 91
NOTE - 69p.; M.S. thesis, California State University, Northridge.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Employment; *Graduate Students; Higher Education; *Intervention; *Marital Status; Marriage; Parents; Spouses; *Stress Variables; *Student Needs

The pursuit of graduate studies can involve a substantial amount of personal effort, especially for married graduate students having to balance the demands of work and parenting, as well as a relationship with their spouse. This study was conducted to examine the amount of stress felt by married graduate students and to determine what student support services these students consider helpful. Differences by gender, ethnicity, parental status (with or without children), and employment status (working or not working) were explored for 84 graduate students in the School of Education at California State University. The results revealed that the greatest stress faced by the respondents was in their relationship with their spouse, followed by work/financial, parenting, recreation/leisure, and institutional support. While both genders reported the most stress from their relationship with their spouse, males reported least stress in the

ED 333 274 CG 023 428

Bankston, Karen; White, Douglas
After Sugar and Spice: A Manual for Parents about Daughters, Drugs and Prevention.
Wisconsin Clearinghouse, Madison.
SPONS. AGENCY - Wisconsin State Dept. of Health and Social Services, Madison.
PUB DATE - 88
NOTE - 35p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - Adolescents; Alcohol Abuse; *Daughters; Decision Making; Drug Abuse; *Drug Use; Interpersonal Communication; *Parent Child Relationship; *Parent Role; Peer Influence; *Prevention; Role Models; Self Esteem

This book was written for parents interested in preventing alcohol and other drug abuse by their daughters. It addresses special risks that girls face and notes that recent research challenges long-held beliefs that alcohol and other drug abuse problems among females are the same as those among males. The word "drug" is used to include alcohol, nicotine, street drugs, and prescription and over-the-counter medications that cause mood and mind changes. Each of six chapters addresses one major strategy for drug abuse prevention. Chapters are organized by how those strategies affect a girl from her toddler through her teenage years. Individual chapters focus on: (1) effective communications; (2) parents, the media and other role models; (3) building self-esteem; (4) developing decision-making skills; (5) sidestepping peer pressure; and (6) prescription and over-the-counter drug use. The appendices review research on the specific drug problems and risks females face and list literature on alcohol and other drug issues and programs designed to prevent drug problems in individuals, families, and communities. (NB)

ED 333 275 CG 023 429

Adolescence and Depression.
Wisconsin Clearinghouse, Madison.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE - 85
NOTE - 35p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adolescent Development; *Adolescents; *Depression (Psychology); *Loneliness; *Self Concept; *Self Esteem; *Suicide
IDENTIFIERS - *Identity Formation

This booklet begins with a poem written by an adolescent undergoing psychotherapy for depression, then goes on to describe what depression is and to examine sex and age differences related to depression. The difference between clinical depression and feeling blue is explained. Various therapies used in the treatment of depression are identified. The next section looks specifically at the changes that occur during adolescence, including physical, intellectual, and psychosocial changes. The next two sections focus on identity formation and implications for health professional of identity formation research. Manifestations of adolescent depression are listed and the association between

ED 333 294 CG 023 449

Abwender, David A.; And Others
Adolescents' Concerns Following Relocation: Comparison with Parents' Perceptions.
PUB DATE - Mar 91
NOTE - 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (37th, New Orleans, LA, March 20-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adolescents; *Congruence (Psychology); Intimacy; Junior High Schools; *Junior High School Students; *Mothers; *Parent Attitudes; Parent Child Relationship; *Relocation; Sex Differences; *Stress Variables

Residential relocation during the early adolescent years can make numerous adaptational demands during a developmentally sensitive period. This study was conducted to determine the range and prevalence of adolescent concerns related to relocation; to assess the congruence between adolescent-reported concerns and parental perceptions of the adolescents' concerns; and to examine the relationship between congruence in this specific context and intimacy in the mother-adolescent relationship. Home-based interview and questionnaire sessions were conducted with 71 seventh- and eighth-graders and their parents. All students began the school year in a new school due to an intercommunity change in residence. Responses yielded 11 categories of concerns. The most frequently cited pre-move worry was "leaving old friends," while the adolescents' biggest struggles in September were "making new friends" and "academic achievement in the new schools." The percentage of adolescents and parents reporting each of the 11 types of difficulties was similar, suggesting that the mothers were knowledgeable about problems their teenagers were likely to encounter following relocation. However, mothers frequently failed to recognize some of their adolescent's specific concerns, and often reported concerns that their adolescent did not cite. Other findings suggest that intimacy between mothers and daughters play an important role in accruate maternal identification of their daughters' concerns during the transition. For boys, self-reported intimacy with their mothers seemed to tell little about accurate maternal identification of concerns. (NB)

ED 333 295 CG 023 450

Tennstedt, Sharon L.; And Others
Refusal Rates in a Longitudinal Study of Older People: Implications for Field Methods.
SPONS. AGENCY - National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE - Nov 89
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Attrition (Research Studies); Dropouts; *Longitudinal Studies; *Older Adults; *Participant Characteristics; Research Methodology; *Research Problems; Sample Size

The retention of older respondents in a longitudinal study is of important concern to data quality and representativeness of the target population. Participant non-response has been considered a more serious problem among older persons than among younger ones, since dropouts in longitudinal studies of older adults have been reported to be less healthy, more intellectually impaired, and of

ED 333 315 CG 023 471

Yee, Elaine F.; And Others
Family Constellation Effects on Interpersonal Trust and Sex Role Orientation among Firstborn and Only Children.
PUB DATE - Apr 91
NOTE - 6p.; Paper presented at the Annual Meeting of the Western Psychological Association (71st, San Francisco, CA, April 25-28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Androgyny; *Birth Order; College Students; *Family Structure; Higher Education; Sex Differences; *Sex Role; *Trust (Psychology)
IDENTIFIERS - *First Born; *Only Children

This study examined the effects of birth order on interpersonal trust and sex role orientation among firstborn and only children in late adolescence. The following hypotheses were posed: (1) only children will demonstrate higher degrees of interpersonal trust than firstborn children; (2) only children will show higher degrees of androgyny than firstborns; and (3) female only children will show higher degrees of androgyny than male only children. A demographics questionnaire, the Bem Sex Role Inventory, and the Rotter Interpersonal Trust Scale were administered to 128 undergraduate students. The hypothesis that female only children are more androgynous than male only children received significant statistical support. The hypothesis that only children are more androgynous than firstborn children was not supported. Additionally, female only children approached significance on being more androgynous than female firstborns. The hypothesis that only children are more trusting than firstborn children did not receive any statistical support. Birth order effects do appear to exist, but in conjunction with gender effects. Female only children were the only group found to vary significantly from other groups on sex role orientation. This group warrants further investigation, especially in terms of their stereotypic feminine behaviors. These women differed significantly because they had high femininity scores, while the other three groups did not. Gender research may need to focus more on the predictive power of stereotypic feminine behavior on personality. (LLL)

ED 333 316 CG 023 472

Levine, Robert; And Others
Life Satisfaction in Japan Vs. the U.S.A.: 1978-1990.
PUB DATE - Apr 91
NOTE - 17p.; Paper presented at the Annual Meeting of the Western Psychological Association (71st, San Francisco, CA, April 25-28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cross Cultural Studies; *Cultural Differences; Economic Status; Foreign Countries; *Life Satisfaction; Living Standards; National Surveys; *Quality of Life; Trend Analysis
IDENTIFIERS - *Japan; *United States

This study translated data reflecting life satisfaction from a large national Japanese survey into English. Perceptions of life satisfaction in Japan were compared to those in the United States. Data for U.S. subjects were taken from Gallup Polls in 1979, 1989, and 1990; Japanese data were based on personal interviews taken

ED 333 337 CS 010 594

Iovino, Suzanne F.
The Effect of Dominant Hemispheric Processing Modes and Notetaking Strategy on the Comprehension and Retention of Academically Underprepared College Readers.
PUB DATE - Nov 89
NOTE - 34p.; Paper presented at the Annual Meeting of the College Reading Association (33rd, Philadelphia, PA, November 3-5, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Basic Skills; *Brain Hemisphere Functions; *College Students; Higher Education; Learning Strategies; *Notetaking; *Outlining (Discourse); *Reading Comprehension; Reading Research; Retention (Psychology); *Study Skills
IDENTIFIERS - Delaware State College; *Graphic Organizers

A study determined the effect of outlining and networking on college students' comprehension and retention of expository text, and examined the individual difference of preferred dominant hemispheric mode for its effect and interaction with the notetaking strategy. Subjects, 98 students enrolled in a required study skills course at Delaware State College, were divided into three groups. Five hours of instruction in outlining were given to one experimental group, while the other experimental group received instruction in networking, a form of graphic organizer. The third group constituted a control group as it received no textbook notetaking instruction. Each group was given a 20-item pretest, posttest, and retention test. Results indicated that: (1) all groups achieved statistically significant improved scores; (2) the outlining group produced a t-score of paired means double that of the other groups; (3) the drop in scores from the post- to retention test was statistically significant for the outlining and control group, but the networking group's score did not vary in a statistically significant way; and (3) the interaction between the treatment groups and the dominant hemispheric modes was not statistically significant with regards to posttest scores but was statistically significant with respect to the retention test scores. Findings suggest that outlining significantly aided academically underprepared college readers to achieve greater comprehension on the immediate recall test than did the networking strategy, although networking significantly improved students' ability to retain information over time. (Two figures and seven tables of data are included; 49 references are attached.) (Author/RS)

ED 333 338 CS 010 595

Johnson, Nancy; Ebert, Jane
Time Travel Is Possible: Historical Fiction and Biography, Passport to the Past.
PUB DATE - May 91
NOTE - 30p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Adolescent Literature; *Biographies; Childrens Literature; Elementary Secondary Education; *History Instruction; Reading Materials; United States History; *Units of Study

ED 333 359 CS 010 617

Bularzik, Eileen M.
Reading Processes: Responding to Discourse Community Constraints.
PUB DATE - Mar 91
NOTE - 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Course Descriptions; Higher Education; *Reading Instruction; *Reading Processes; Text Structure; *Writing Instruction
IDENTIFIERS - Academic Discourse; *Discourse Communities; Text Factors

A current trend in composition consider writing a social act where texts are produced because of and in response to social contexts. Classroom practices are just beginning to change and acknowledge the power that discourse communities assert on writers. Composition teachers must also acknowledge the importance of community-governed reading strategies. Several strategies help students learn to read and analyze texts in various academic fields. Limited by a one-semester course, the goal is to begin the process whereby students learn to read the texts of and write for particular discourse communities. A good way to approach the study of texts with students is to have them identify ongoing debates in their fields. Students should be encouraged not to focus exclusively on surface conventions, for they do not expose the underlying assumptions that characterize a community's view of the world. Students in the course select disciplines to explore, define the boundaries of their fields, and generate a list of texts (focusing on journal articles) that are representative or considered authoritative. Students analyze texts, noting such aspects as: (1) what assumptions writers accept; (2) what expectations there are for readers; (3) how arguments are presented; (4) what constitutes acceptable evidence; (5) what patterns recur in terms of presentation and format, and (6) what general similarities are exhibited by groups of texts. Focusing on of discourse communities is important because an understanding of the existence of such communities is the first step in being able to write within one. (Two examples are attached.) (RS)

ED 333 360 CS 010 618

Perry, Marie J.
The Effects of a Peer Tutoring Intervention Program on the Reading Levels of Underachieving Fifth Grade Students.
PUB DATE - Jun 91
NOTE - 59p.; M.S. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - Grade 5; Instruction; Intermediate Grades; *Metacognition; *Peer Teaching; *Reading Achievement; Reading Improvement; Reading Instruction; Reading Research; *Self Esteem; *Tutoring; Underachievement
IDENTIFIERS - California Test of Basic Skills; Florida

A practicum addressed the cognitive and affective needs of underachieving fifth grade students in a suburban school in southwest Florida. Twelve fifth grade students (the target group) were paired with same age tutors who provided supplemental reading instruction four times a week over a 12-week period. They also

ED 333 384 CS 212 673

Collins, Norma; Smith, Carl, Comp.
Promoting Language Growth across the Curriculum. Learning Package No. 18.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 38p.; For other learning packages in this series, see CS 212 656-705. Some material in the packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Cognitive Processes; Content Area Reading; Critical Thinking; Curriculum Development; Distance Education; Elementary Secondary Education; Higher Education; Holistic Approach; Inservice Teacher Education; Integrated Activities; *Interdisciplinary Approach; *Language Arts; Writing Across the Curriculum
IDENTIFIERS - *Language across the Curriculum

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on language across the curriculum is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

ED 333 385 CS 212 674

Collins, Norma; Smith, Carl, Comp.
Developing Thinking Skills through Literature. Learning Package No. 19.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 44p.; For other learning packages in this series, see CS 212 656-705. Some material in the packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Cognitive Development; *Critical Reading; *Critical Thinking; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Problem Solving; Reader Response; *Reader Text Relationship; *Reading Comprehension; Reading Instruction; Reading Strategies; Teaching Methods; *Thinking Skills

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on developing thinking skills through literature is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

ED 333 386 CS 212 675

ED 333 411 CS 212 700

Hyslop, Nancy; Smith, Carl, Comp.
Writing Strategies for Gifted Children. Learning Package No. 45.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 44p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Academically Gifted; *Content Area Writing; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Whole Language Approach; *Writing Exercises; Writing Processes; *Writing Strategies
IDENTIFIERS - *Expressive Writing; Process Approach (Writing)

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on writing strategies for gifted children is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 412 CS 212 701

Hyslop, Nancy, Comp.; Smith, Carl, Ed.
Developing Listening and Speaking Skills. Learning Package No. 46.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 45p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Class Activities; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Language Arts; *Listening Skills; *Speech Communication; *Speech Skills; Teaching Methods
IDENTIFIERS - *Listening Strategies

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on developing listening and speaking skills is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 413 CS 212 702

Hyslop, Nancy, Comp.; Smith, Carl, Ed.
Ways To Evaluate Writing. Learning Package No. 47.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 52p.; For other learning packages in this series, see CS 212 656-705.

ED 333 434 CS 212 875

Purves, Alan C.
Indeterminate Texts, Responsive Readers, and the Idea of Difficulty in Literature Learning. Report Series 4.1.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Community Attitudes; *Community Influence; *Difficulty Level; English Curriculum; *Evaluation Criteria; Evaluation Methods; Group Experience; Higher Education; Literature; *Reading Comprehension; *Reading Processes; School Community Relationship; Secondary Education; Student Evaluation
IDENTIFIERS - Aesthetic Reading; *Communality; Text Factors

Assessors of literature learning have long been concerned with the issue of difficulty and the fundamental contradictions in the term "examination of literary understanding." An alternate view of literature is that although texts are finally indeterminate, a group of them has been set aside by communities as forming a part of the communal experience. Communities have selected them to be read aesthetically, and so the texts have developed a set of associations with each other. Subsequent writers acculturated into this "tradition" produce texts which are highly allusive to this communal set of literature. Literature curriculum, therefore, has the function of bringing the individual into the community, and appears to be aimed at providing the student with the requisite knowledge of the communal canon, as well as with the ways of reading that preserve the appropriate view of the functions of texts in the community. It follows that the difficulty of text is only partially determined by various characteristics of the text itself. A text's difficulty actually depends on the nature of the understanding expected. From this revised view of the curriculum in literature and of difficulty, those concerned with assessment can derive a set of principles by which to select texts, questions concerning texts, and criteria for judging answers to the questions. (Twenty-six references are included.) (PRA)

ED 333 435 CS 212 876

Adams, Hazard
The Difficulty of Difficulty. Report Series 4.2.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Difficulty Level; English Curriculum; Higher Education; *Literary Criticism; Literature; *Reading Comprehension; *Reading Materials; *Reading Processes; Student Needs
IDENTIFIERS - Aesthetic Reading; Historical Background; Learning Patterns; *Reading Theories; *Text Factors

The notion of literature's difficulty must have begun with its first

ED 333 454 CS 212 897

Haight, Robert
Infusing a Global Perspective into Business Communication Courses: From Rhetorical Strategies to Cultural Awareness.
PUB DATE - Mar 91
NOTE - 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Audience Analysis; *Business Communication; College Curriculum; Comparative Analysis; Course Content; Course Descriptions; *Course Organization; *Cross Cultural Training; *Cultural Awareness; Cultural Context; *Global Approach; Higher Education; Models
IDENTIFIERS - Communication Strategies; *Global Perspectives in Education

An infusion model for bringing a global perspective to business communication courses allows traditional course objectives to be met while presenting international material. In the typical 15-week term, the module begins with a four-week look at the traditional rhetorical patterns employed in business communication in the United States. It then moves into a four-week block of rhetorical strategies common to business communication (positive, negative, and persuasive letter and memo writing) in some sample countries. In this manner the business communication international module works back from the surface organization of letters to the cultural assumptions underlying the letters. The formulas for presenting positive, negative, persuasive and mixed information are then seen as relative to audiences themselves, not as rules that must be followed but as guidelines that must be constantly questioned for applicability within a certain discourse community. The following three weeks are devoted to the formal report, in which students target a cultural group or national group and study aspects of the culture and how they affect business. Finally, in a three-week block, students present the information they have gathered to the class. The international material and assignments are thus presented with the traditional United States material and assignments rather than in isolation. (PRA)

ED 333 455 CS 212 899

Woolever, Kristin R.
Reassessing the Role of Collaborative Writing in Advanced Composition.
PUB DATE - Mar 91
NOTE - 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Audience Awareness; *Group Activities; Higher Education; Teaching Methods; Writing Improvement; *Writing Instruction; Writing Skills; *Writing Strategies
IDENTIFIERS - *Advanced Composition; *Collaborative Writing; Writing Development

Teachers at both college and pre-college levels have long realized

ED 333 473   CS 212 922

Danaher, John
Pullin' It All Together Karen Dunne: One Woman Workin' Too Hard. Report Series 2.16.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 18p.; For other reports in this series, see CS 212 919-921.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Classroom Communication; *Classroom Environment; Classroom Research; English Instruction; Grade 10; High Schools; *Literature Appreciation; Naturalistic Observation; *Novels; Teacher Attitudes; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS - Aesthetic Reading; New York (Albany); *Of Mice and Men; *Steinbeck (John)

This portrait of a high school literature classroom is one of a series of several such portraits which depict diverse classroom settings of high school literature, and which result from the second year of a teacher-research project in the greater Albany, New York area. This article portrays teacher Karen Dunne and her tenth-grade class of average ability in a large suburban high school, as they look at how John Steinbeck uses details and specifics to create a particular place and to create distinct characters in his novel "Of Mice and Men." It focuses first on how Dunne uses small group work to accomplish this objective, and then shows how Dunne, feeling that this approach has failed, in the next session lectures the class in a close reading of the book. (SR)

ED 333 474   CS 212 923

Johnston, Peter H.; And Others
Teachers' Evaluations of Teaching and Learning in Literacy and Literature. Report Series 3.4.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 42p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Classroom Research; *Classroom Techniques; Educational Research; *Elementary School Teachers; Elementary Secondary Education; *Language Acquisition; Literature Appreciation; *Secondary School Teachers; *Student Evaluation; Teacher Background
IDENTIFIERS - Teacher Surveys

A study analyzed how teachers evaluate and keep track of students' literacy development, particularly as it relates to the reading of literature. Fifty-one teachers from a range of school contexts were interviewed for descriptions of students' literacy development, teachers' knowledge of literature, classroom literacy teaching practice and priorities, and classroom evaluation practice and priorities. Findings indicated that teachers' evaluative descriptions of students' development in literacy

ED 333 497 CS 507 476

Martindale, Carolyn
Improving Images of African-Americans in the Media.
PUB DATE - 26 Apr 91
NOTE - 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Blacks; *Cultural Interrelationships; Higher Education; *Journalism Education; Mass Media Role; Minority Groups; *News Media; *News Reporting
IDENTIFIERS - African Americans; Cultural Sensitivity; Journalism Schools; *Journalists; Media Coverage

The news media are finally seeking ways to portray African-Americans and the nation's other minorities more accurately. Media executives are realizing that within the next several decades the audience for the media and the pool of potential media employees will be increasingly multi-ethnic. To make reporting more accurate, newspapers must include minorities in all coverage of issues concerning the population in general. A news staff can compile a data base of a wide variety of minority persons having expertise in various subjects. The media should avoid perpetuating stereotypes and should use anecdotes that counter stereotypes. The media should regularly run features about black culture and history, and should cover the forces that still deny equality to minorities. The media must recognize racism as a component of the problems facing minority groups and promote good relations between ethnic groups. Besides illuminating problems, the media should present solutions. More minority reporters should be brought into the mainstream media, and the knowledge and sensitivity of white journalists should be broadened. Lines of communication should be opened between the media and minority communities. Journalism educators have a vital role to play in helping bring about such changes and must make a stronger effort to interest minority students in journalism careers. (SG)

ED 333 498 CS 507 477

Siegel, Paul
Who Are the "Innocent Victims?" Using NEXIS To Track the 'New York Times'" Coverage of AIDS.
PUB DATE - May 91
NOTE - 23p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; Attitude Measures; Content Analysis; *Databases; Discourse Analysis; Media Research; *Press Opinion; *Public Opinion; Research Tools; *Social Attitudes
IDENTIFIERS - Health Communication; *New York Times; *NEXIS; Rhetorical Stance

A study measured attitudes towards Acquired Immune Deficiency Syndrome (AIDS) victims by providing a qualitative content analysis of newspaper coverage of the epidemic. A search of the NEXIS database was conducted to identify every "New York Times" article on the subject of AIDS in which the word "innocent" appears. Results revealed the following categories of "innocent

ED 333 518 CS 507 500

Molloy, Bruce; Lennie, June
Communication Studies in Australia: A Statistical Study of Teachers, Students and Courses in Australian Tertiary Institutions. Policy and Research Report No. 1.
Queensland Univ. of Technology, Brisbane (Australia). Communication Centre.
PUB DATE - Aug 90
NOTE - 65p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Course Selection (Students); Educational Research; *Faculty; Foreign Countries; Higher Education; *Mass Media; National Surveys; Organizational Communication; School Surveys; *Speech Communication; *Student Interests
IDENTIFIERS - Applied Communication; *Australia; *Media Courses; Speech Communication Education

A study, the first comprehensive survey of its kind in Australia, gathered information on the state of Communication Studies in tertiary institutions in Australia. Conducted in May-June 1990, the study received 48 responses from 33 institutions (a 72% return rate). Extensive results included that: (1) of approximately 600 full-time staff teaching Communication Studies, 68% are male and 32% are female; (2) over 26,000 undergraduate students are studying in the field, with most (76%) taking Bachelor of Arts courses; (3) there are more than 1400 postgraduate students with 64% undertaking a graduate diploma; and (4) student numbers have increased substantially since 1988, particularly at postgraduate levels. Further, more than 50 subjects were identified as being located within Communication Studies, and were arranged into seven major subject categories for more detailed analysis. Findings suggest that Communication Studies in Australia is a large and rapidly expanding field of study in terms of student numbers and institutions offering courses, with a wide variety of subject areas offered, high student demand for courses, and a potential oversupply of graduates in certain areas, such as journalism. Recommendations for further study are included. (Eight figures and 11 tables of data are included. Appendixes include lists of contacts and courses, responding and non-responding institutions, subject areas, eight tables of data on numbers of students, and the survey questionnaire.) (SR)

ED 333 519 CS 507 501

McCall, Jeffrey M.
Mass Communication Education Belongs to the University.
PUB DATE - Apr 91
NOTE - 14p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 12-15, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Communication (Thought Transfer); Higher Education; *Journalism Education; *Mass Media; Politics of Education; Professional Associations; *Professional Education; *School Business Relationship
IDENTIFIERS - *Communications Curriculum; Educational Issues; Media Education

In discussions of media education, mass communication educators have allowed the professional media industry to define the boundaries of dialogue, leaving the academy to respond, defend, and

ED 333 538 EA 023 014

Jackson, Roberta Moehlman; Crawford, George J.
The Superintendent and School Improvement: Antecedents, Actions and Outcomes.
PUB DATE - Apr 91
NOTE - 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Administrator Attitudes; *Administrator Effectiveness; *Behavior Patterns; *Educational Improvement; Elementary Secondary Education; *Outcomes of Education; Peer Relationship; School Districts; *Superintendents
IDENTIFIERS - *Kansas

Employing multiple case study analysis methods, the attitudes and actions of superintendents in three school districts with improving basic skills test performance were compared with those of superintendents of three nonimproving districts to determine if patterns of difference existed. Contextual variations and superintendents' priorities were explored as antecedents to actions and outcomes. Four contextual variables were identified as potentially relevant to superintendent behavior, including superintendent and principal tenure, community climate, grade configuration and dispersion of attendance centers, and district financial condition. Superintendent's actions were classified under the nine control functions identified by Murphy and associates: supervision, selection, socialization, evaluation, rewards and sanctions, goals, resource allocation, monitoring, and behavior control. In improving districts, there was greater principal awareness of superintendents' goals and priorities; greater evidence of shared superintendent-principal control; a higher priority for teacher evaluation and/or supervision; and more attention paid to analyzing test results. Caution is needed in adopting a single set of practices at the district level to improve student outcomes. Comparisons of test and nontest indicators of student outcomes in the six districts illustrated the complexity and ambiguity of classifying districts as improving or nonimproving on the basis of multiple outcome or single indicators. (35 references) (Author/MLH)

ED 333 539 EA 023 022

Amey, Marilyn J.
Constructive/Development Theory and Leadership: A Question of Perceived Leadership.
PUB DATE - Apr 91
NOTE - 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Administrator Effectiveness; *Cognitive Development; Global Approach; Higher Education; *Models; *Organizational Theories
IDENTIFIERS - Conceptual Frameworks; *Developmental Theory; *Leadership Effectiveness

This paper summarizes a project to determine the helpfulness of constructive/developmental theory in studying effective leadership. Grounded in social science research conducted by Piaget, Kohlberg, Perry, and others, the

ED 333 559 EA 023 065

Shanks, Joyce
Curriculum Standardization and the Role of Teachers.
PUB DATE - 91
NOTE - 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Academic Standards; *Curriculum Development; Curriculum Guides; Curriculum Problems; Educational Assessment; Educational Change; Educational Objectives; Educational Practices; Educational Testing; Educational Trends; Elementary Education; *Elementary School Curriculum; Ethnography; Student Evaluation; *Teacher Attitudes; Teacher Morale; Teacher Responsibility; Teaching Conditions

Following a description of how the political climate in the 1960s through the 1980s influenced education, this document discusses the effects of districtwide curriculum standardization on Burr Oaks Elementary School in the midwestern village of Burr Oaks. The school's community setting, use of curriculum guides, and initial use of curriculum packages that supply objectives, methods of presentation, and evaluations are described. Next, curriculum changes initiated in the 1983-84 school year by a new superintendent are presented. These include the development of: (1) an organized set of student curriculum goals; (2) a common set of curriculum materials; (3) student evaluation tools to be submitted to the district; and (4) a teacher evaluation program. School observations and interviews with teachers, administrators, and students were conducted during the 1988-89 school year. Teacher responses indicate that the loss of freedom, decreased opportunity for creativity, and need to test frequently or cover large amounts of material left many teachers feeling dissatisfied, frustrated, and pressured. The teachers' use and preparation of the new curriculum is described, and the increased separation of teachers from the knowledge selection, organization, and implementation is explored along with changes in both the role of teachers and the skills required of them. (21 references) (CLA)

ED 333 560 EA 023 066

Cadavid, Victoria; Lunenburg, Fred C.
Locus of Control, Pupil Control Ideology, and Dimensions of Teacher Burnout.
PUB DATE - 91
NOTE - 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classroom Techniques; *Coping; Elementary Secondary Education; *Locus of Control; *Public School Teachers; *Student Behavior; *Teacher Burnout; Teacher Effectiveness
IDENTIFIERS - *Control Perception; *Internality Externality

Investigations are needed to illuminate how teachers at different degrees of burnout perceive stressful situations (either internally or externally) and how they perceive the control of pupil behavior. This paper summarizes a study exploring whether there is a direct relationship between: (1) locus of control and teacher burnout; (2) pupil control ideology and teacher burnout; and (3) locus of control and pupil control ideology. To test these

ED 333 580 EA 023 094

Gougeon, Thomas D.
Cross Gender Effects in Principal-Teacher Communication: Using Survey and Field Study Techniques.
SPONS. AGENCY - Central Washington Univ., Ellensburg.
PUB DATE - Apr 91
NOTE - 41p.; For a replication of this study, se EA 023 093.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Administrator Role; *Communication (Thought Transfer); Elementary Secondary Education; Foreign Countries; *Interpersonal Relationship; Leadership; *Leadership Styles; Public Schools; *Sex Differences; Social Control; *Teacher Administrator Relationship
IDENTIFIERS - *Cross Sex Interaction; *Washington

An analysis of principal-teacher social control communication dynamics is offered in this report, with a focus on the effects of gender on such communication processes. Surveys were administered to 319 K-12 teachers in 19 Washington State schools and to 19 principals. Onsite interviews were also conducted with five principals. Findings from the field and statistical data indicate the existence of cross-gender effects on communication. Female teachers experienced male principals as significantly more discouraging, manipulating, and isolating than female principals. Female teachers experienced principal communication differently than did their male counterparts, which suggests gender-related differences. Implications are that effective communication occurs consistently at all levels of orientation--personal, official, and structural--and that the appropriate use of different types of communication is dependent upon the situation. Appendices include the teacher and principal questionnaires. (3 references) (LMI)

ED 333 581 EA 023 097

Allison, Derek J.; Nagy, Philip
A Study of Principal Problem Solving: An Introduction to the Study.
SPONS. AGENCY - Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE - Apr 91
NOTE - 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Administrative Problems; *Administrator Qualifications; Administrator Role; *Decision Making; Elementary Secondary Education; Foreign Countries; *Principals; *Problem Solving; Research Design; Sampling; *Work Experience
IDENTIFIERS - *Ontario

A study on administrative problem solving is introduced in this paper, which summarizes the theoretical and methodological bases of the study and outlines the research design and data collection process. Three research areas are explored: (1) the relationship between problem solving and decision making; (2) types of administrative problems; and (3) differences between educational administrators and nonexpert administrators in problem solving. The primary purpose was the identification and comparison of differences in problem-solving practices between novice and expert elementary school principals. The sampling process identified four experience groupings: aspirants, rookie, seasoned, and veteran.

Thirty-two principals and 10 educational administration students

ED 333 602 EC 300 353

Powers, Lawrence; And Others
Native American Initiative--Arizona Rehabilitation Services Administration Annual Planning Meeting (1st, Flagstaff, Arizona, August 25, 1987).
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
PUB DATE - Aug 87
NOTE - 57p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *American Indians; Delivery Systems; *Disabilities; Government Role; *Needs Assessment; Program Administration; Program Development; Program Improvement; *Rehabilitation Programs; State Programs; Training; *Vocational Rehabilitation
IDENTIFIERS - *Arizona; *Native Americans

This document reports on efforts to develop an initiative to target increased involvement of the Arizona Rehabilitation Services Administration (RSA) with Arizona's disabled American Indians both on and off reservations. The report summarizes comments on important issues generated during a central office planning meeting of the Arizona RSA. It presents findings from a pre-meeting survey of 11 planning cycle participants addressing needs and priorities in serving American Indians. It offers strategies identified at the planning meeting that could be implemented by RSA to expand and improve services in three categories: administration, service delivery, and training. Strategies within each of the categories are then prioritized and listed. Appendices contain the planning meeting agenda, the needs survey form, a history of vocational rehabilitation service delivery to American Indians in northern Arizona, and copies of interoffice memos. (JDD)

ED 333 603 EC 300 354

O'Connell, Joanne Curry; Johnson, Marilyn J.
Rehabilitation Issues. Native American Rehabilitation: A Bibliographic Series, No. 2.
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 88
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Adult Education; *American Indians; *Disabilities; Elementary Secondary Education; *Rehabilitation; Vocational Education; Vocational Rehabilitation
IDENTIFIERS - *Native Americans

This annotated bibliography is part of a series that offers a synthesis of knowledge regarding key issues on rehabilitation of Native Americans who are disabled. This volume of the series focuses on general rehabilitation issues, including bibliographic information and descriptions of almost 40 books, journal articles, dissertations, and reports issued between 1967 and 1986. Bibliography entries are arranged in alphabetical order by author. (JDD)

ED 333 604 EC 300 355

Committee for Economic Development, New York, N.Y. Research and Policy Committee.
PUB DATE - 90
NOTE - 192p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Adult Education; *Education Work Relationship; Elementary Secondary Education; *Employment Patterns; Employment Potential; *Immigrants; Job Training; Labor Economics; *Labor Force; *Labor Force Development; Labor Supply; Older Adults; Productivity
IDENTIFIERS - Life Cycles

A comprehensive life-cycle framework is offered for examining demographic changes and the world of work. This document establishes connections among the social and economic issues that relate to demographic change and priorities. The document also identifies the changes taking place in the work force, the problems of poor basic education and work readiness, the need to expand the pool of available workers, and the challenges these issues pose for U.S. global competitiveness. Eight chapters detail a two-pronged approach: first, to make the existing work force more productive and flexible, and second, to augment the size of that work force by creating opportunities for underused groups of potential workers. The eight chapters are as follows: (1) introduction and summary; (2) demographic trends; (3) investing in children and youth; (4) the education-work connection; (5) making the current work force more productive; (6) enlarging the labor force; (7) the role of immigration in meeting the work force needs; and (8) the labor force potential of older workers. An appendix highlights cost effects and benefits for children of eight existing programs. (NLA)

ED 333 099 CE 056 126

Strategies for Communications, Math with Technology.
Wyoming Univ., Laramie. Dept. of Vocational Education.
SPONS. AGENCY - Wyoming State Dept. of Education, Cheyenne.
PUB DATE - 90
NOTE - 86p.; This document combines "An In-Service Workshop" and a compilation of "Worksheets" to accompany the workshop.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - At Risk Persons; Business Education; *Business Education Teachers; *Communication Skills; *Inservice Teacher Education; *Listening Skills; *Mathematical Applications; *Mathematics Instruction; Mental Retardation; Modern Mathematics; Physical Disabilities; Reading Instruction; Reading Skills; Secondary Education; Speech Communication; Transitional Programs; Writing Skills

This manual was designed for an inservice workshop with business educators on strategies for math communication. The focus is on basic writing and math skills. Technology is incorporated in the curriculum. The manual is divided into six sections; four sections deal with communications skills and two sections with math skills. Each section includes a number of teaching strategies for the goal or goals listed, student activities for each strategy and/or goal, and references. The communication sections are as follows: (1) listening; (2) reading; (3) oral; and (4) written. The math sections are survival/basic and applied. In addition, this manual includes suggested transitional services for nontraditional

Work" (Gillette). (NLA)

ED 333 118 CE 057 982

Moore, Ken
Learning on the Farm. The Educational Background and Needs of New Zealand Farmers.
New Zealand Council for Educational Research, Wellington.
PUB DATE - 90
NOTE - 110p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Adult Farmer Education; *Agricultural Education; Educational Background; Educational Needs; *Farmers; *Farm Management; Foreign Countries; Postsecondary Education; Rural Youth
IDENTIFIERS - *New Zealand

Malvern County (New Zealand) farmers (110 of a sample of 118) were interviewed in 1988 to investigate their farming techniques and methods. Questions were asked about educational background, current management practices, and training for younger farmers. The 93 percent response achieved reduced the possibility of sampling error within the survey area. Answers to questions relating to management showed the extent to which certain practices are carried out by local farmers. The survey showed that: (1) few new farmers undergo formal job training; (2) fewer than one-third of farmers seek advice directly from the Ministry of Agriculture and Fisheries; (3) farmers have little time to spend in off-farm training; (4) most farmers rely on other farmers for advice; (5) farmers prefer small group learning; (6) local knowledge, hard work, and working with little supervision are more important characteristics for farmers than trade or university qualifications; (7) sheep and cropping farmers discourage their children from a farming career; and (8) more farming women than men have received tertiary training. The survey analysis shows a direct relationship between length of schooling and the extent to which management practices are carried out. (The survey questionnaire, 6 appendices, and 118 references are included.) (NLA)

ED 333 119 CE 057 984

Hill, Kathy
The Adult Literacy Movement in New Zealand: Its Rise and Development.
New Zealand Council for Educational Research, Wellington.
PUB DATE - 90
NOTE - 47p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Adults; *Computer Assisted Instruction; Correctional Institutions; Dropout Rate; English (Second Language); Foreign Countries; Government Role; *Multicultural Education; Tutoring
IDENTIFIERS - *New Zealand

The objectives of a research project were to: (1) give an account of the adult literacy movement in New Zealand between 1974 and 1988; (2) gather, analyze, and report on the number of students in adult literacy programs between 1974 and 1987; (3) examine the nature of adult literacy programs; (4) describe the development of funding arrangements of local coordinators; (5) explore the role of national coordination; (6) identify bicultural and multicultural

This report describes the summer occupational/vocational programs held in each of three vocational school districts and it compiles activities in the regular school districts in Delaware for fiscal year 1991. The three vocational-technical school district programs profiled are those of Kent County, Sussex County, and New Castle County. For each county program and for the state as a whole, information is provided on program activities, evaluation, commendations, and recommendations for improvement. Some of the program activities offered by the vocational-technical districts included 10- to 14-day exploratory programs providing hands-on experiences in 15-24 occupational areas, participation of gifted and talented students in an exploratory program, a 6-week employer-based work experience program, a "Teens'n Technology '90" program, and participation of staff members in computer training. The regular school districts provided employer-based work experience programs serving 1,226 students. Districts were commended for offering programs designed to meet the needs of the students and for staff enthusiasm. Some recommendations for improvement included developing programs in ample time to provide for student recruitment, and increasing funding. (KC)

ED 333 138 CE 058 107

Pennsylvania Council on Vocational Education 21st Annual Report.
Pennsylvania State Council on Vocational Education, Harrisburg.
PUB DATE - 90
NOTE - 54p.; Photographs will copy poorly. For the 20th Annual Report, see ED 318 883.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Vocational Education; *Educational Trends; *Enrollment Trends; Outcomes of Education; Postsecondary Education; *Program Effectiveness; *Program Implementation; Secondary Education; *State Legislation; State Programs; Student Organizations; *Vocational Education
IDENTIFIERS - *Pennsylvania

This annual report of the Pennsylvania Council on Vocational Education focuses on the activities and recommendations of the council for 1990. It includes recommendations to the State Board of Education and the Governor that describe the board's major concerns, including declining student enrollments in vocational education programs and possible options to be considered during the revision of Chapter 5, Curriculum, and Chapter 6, Vocational Education, of the Pennsylvania School Code. A brief review of the status and trends in vocational education with current data and statistics relating to vocational education students and programs is also included. The statistical review includes 14 tables reporting on total enrollment in vocational education programs, vocational program offerings, enrollment trends, special population enrollments, special needs students, adult enrollments, disadvantaged and handicapped students, student organizations, student placements and earnings, Job Training Partnership Act services, and customized job training for Pennsylvania employers. The report features an overview of almost 30 new or innovative vocational education programs operating in the state. (KC)

ED 333 139 CE 058 113

Achieving National Literacy by the Year 2010: A Call to Action.
United Way of America, Alexandria, Va.
PUB DATE - 90
NOTE - 53p.

vocational educators to consider in using instructional technologies. The handbook is divided into seven chapters. Following an introduction in Chapter 1, Chapter 2 provides a background in instructional technology in general, with a focus on defining the concept. Chapter 3 describes the results of a survey about instructional technology applications in vocational education in Illinois. The chapter also provides an inventory of sources for more information about technology applications in vocational education throughout the nation. The remaining four chapters contain descriptions and analyses of four instructional technology applications that are relevant to the future of vocational education: video, microcomputers, interactive video, and integrated information systems. Each chapter contains a description of a technology, an analysis of its potentials and limitations, and ideas about how a given technology might be used to enhance the quality and effectiveness of vocational education programs. Forty references are included. (KC)

ED 333 158 CE 058 153

Roth, Gene L.; And Others
Instructional Technology Applications in Vocational Education: A Handbook for Planning.
Northern Illinois Univ., De Kalb. Office for Vocational, Technical, and Career Education.
SPONS. AGENCY - Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE - Jan 90
NOTE - 47p.; For related documents, see CE 058 152-154.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Curriculum Development; Educational Media; Educational Needs; *Educational Planning; Educational Resources; *Educational Technology; Educational Trends; Futures (of Society); Information Systems; Inservice Teacher Education; Instructional Innovation; Instructional Materials; *Integrated Curriculum; Interactive Video; *Media Selection; Microcomputers; Postsecondary Education; Secondary Education; *Staff Development; Teaching Methods; Video Equipment; Videotape Recordings; *Vocational Education
IDENTIFIERS - Illinois

This resource book is one of a series of three information resources containing ideas about instructional technology applications and how certain technology applications may have particular relevance to vocational education. It is designed to help vocational educators make decisions about which technologies to use in their instructional settings. The handbook contains four chapters, each of which focuses on a different dimension of planning. Chapter 1 provides an inventory of planning issues relevant to instructional technologies and an overview of the Illinois education for employment initiative. Chapter 2 contains an overview of media selection models. Curriculum integration issues are addressed in chapter 3. Chapter 4 contains thoughts related to staff development for instructional technologies. The handbook contains 130 references. (KC)

ED 333 159 CE 058 154

Gooler, Dennis D.; Roth, Gene L.
Instructional Technology Applications in Vocational Education: A Notebook of Cases.
Northern Illinois Univ., De Kalb. Office for Vocational, Technical, and Career Education.

four broad tasks that leaders are expected to perform and identified 37 attributes hypothesized to be most likely to predispose desirable leadership behaviors. The 37 attributes were assembled into the Leader Attributes Inventory (LAI). Three forms are available: (1) an other-rating form to assess an individual's perception of the extent to which she or he believes some other individual possesses each leader attribute; (2) a self-rating form to assess an individual's perception of the extent to which she or he currently possesses each attribute; and (3) a retrospective self-rating form. Studies have been conducted that provide evidence about LAI's usefulness in assessing leadership development. The consistency of LAI scores has been satisfactory. The LAI is suggested for evaluation of leadership development programs and for individual diagnosis. (29 references) (YLB)

ED 333 179 CE 058 198

Freedman, Audrey
The Changing Human Resources Function. Report Number 950.
Conference Board, Inc., New York, N.Y.
PUB DATE - 90
NOTE - 38p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Business Administration; *Career Development; Definitions; *Futures (of Society); Higher Education; History; *Human Resources; *Personnel Directors; Problems; *Professional Development
IDENTIFIERS - Corporations

The role of the top human resources executive in major corporations has changed during the past decade into a directly involved business advisor, strategist, and implementer of business objectives. Intense competition has overridden previous human resources concerns and forced priorities toward internal, business-driven issues. Since cost-cutting and restructuring became the watchwords of the 1980s, personnel cutbacks and reorganization have occupied increasing proportions of the human resources executive's time. Nevertheless, all of the prior responsibilities, such as employee welfare, personnel administration, union relations, government regulation, and community concerns, are still human resources staff responsibilities. With the increasing dominance of business needs in the human resources function, there is some feeling that the top human resources position is becoming a general management job. In such a changing environment, training for the top human resources position becomes uncertain. A developing issue is whether there is a clear-cut human resources professional career and the specific content of such a career. (Author/KC)

ED 333 180 CE 058 202

Taylor, Maurice C., Ed.; And Others
Basic Skills for the Workplace.
PUB DATE - 91
NOTE - 513p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - General (020), Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Adult Basic Education; Adult Literacy; *Basic Skills;

increase the employability of vocational students, emphasize principles of technology, increase the appeal of instruction, and meet the requirements for high school graduation in science. The bulk of the document consists of three appendices: (1) principles of technology--essential elements and competencies; (2) list of equipment and supplies for principles of technology by unit; and (3) advisory committee members and minutes of committee meetings. (NLA)

ED 333 197 CE 058 252

Wheeles, Rebecca
Student Cooperative Training Units. Business Partnerships Replication Guide.
North Clackamas School District 12, Milwaukie, Oreg.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 19p.; For a related final report, see CE 058 253.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Aerospace Industry; Agency Cooperation; Cooperative Education; Entry Workers; Graphic Arts; Health Occupations; Internship Programs; Job Skills; Labor Force Development; *Labor Supply; *School Business Relationship; Secondary Education; *Technological Advancement
IDENTIFIERS - *North Clackamas School District OR; *Partnerships in Education

This guide is designed to assist in the development of high technology training programs for secondary youth in conjunction with business and industry. The guide communicates issues and potential barriers to success encountered when planning and implementing a cooperative demonstration program. The following summary expresses lessons learned by the Student Cooperative Training Units (CTU) program: (1) Programs must develop a cost-effective plan for using technology and must rethink education and training programs; (2) training should allow students to apply their technical skills to the high technology workplace in order to solve the labor shortage dilemma. The North Clackamas (Oregon) School District's Owen Sabin Occupational Skills Center prepares students for entry into high technology fields. The CTU program links vocational-technical education and the private sector for high technology training. Due to local labor shortages, three clusters were included in the program: advanced information systems, graphic technology, and health occupations. Successful implementation or replication of a demonstration project mandates that the skills and support needed for project implementation are present. In addition, successful program management involves cooperative partnerships between education and training organizations and business/industry. (NLA)

ED 333 198 CE 058 253

Wheeles, Rebecca
Student Cooperative Training Units. Business Partnerships Final Performance Report.
North Clackamas School District 12, Milwaukie, Oreg.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 56p.; For a related replication guide, see CE 058 252.

(Australia).
PUB DATE - 90
NOTE - 84p.; For an earlier Digest (1986-87), see ED 286 054.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Developed Nations; *Educational Research; Elementary Secondary Education; Foreign Countries; *Periodicals; Postsecondary Education; *Research and Development; *Research Reports
IDENTIFIERS - TAFE National Centre for Research and Development

This publication summarizes 50 research studies published by the TAFE (Technical and Further Education) National Centre for Research and Development Ltd., Australia. The document is presented in 10 sections. The first section provides an overview of the Centre's work and its publications, describing how best to use them. Sections 2-6 consist of summaries of the year's published research. The materials reviewed are categorized as follows: in-house research/core grant; in-house research/outside funded; commissioned projects; seed research; and miscellaneous publications. Section 7 lists the regular publications, and section 8 lists current research. Section 9 lists conference papers presented by research staff, and section 10 shows which papers were published in journals not produced by the Centre. Each entry in the digest consists of an overview of the research publications followed by bibliographic details: TAFE number author, publication date, title, number of pages, International Standard Book Number, format (paper or microfiche), availability, and price. (KC)

ED 333 216   CE 058 294

Hayton, Geoff
Getting to Grips with Industry Restructuring.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
PUB DATE - 90
NOTE - 79p.; For related guides, see ED 317 848-849.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Administrative Organization; Adult Education; *Change Strategies; Developed Nations; Foreign Countries; *Industrial Structure; *Industry; *Job Development; Job Training; *Organizational Change; Planning; Technological Advancement; Vocational Education
IDENTIFIERS - Australia; *Strategic Planning

This booklet is written for the general reader who wants to understand important trends in vocational education and training. It aims to give the reader an understanding of industry restructuring by answering three key questions: What is industry restructuring? Why restructure? How is industry restructuring achieved? The first part describes industry and award restructuring as well as restructuring at the industry level and at the enterprise level. The second part discusses the external and internal forces that cause restructuring within enterprises. The third part describes a strategic approach to restructuring and then considers each of the six elements of operational strategy that are involved in the current restructuring process: new technology, change to work organization, job redesign, award restructuring, definition of skill-related career paths, and education and training. A number of case studies are referred to

Educational Development; Educational Innovation; Educational Planning; Educational Trends; Elementary Secondary Education; Foreign Countries; *Institutional Cooperation; *Older Adults; Postsecondary Education; *School Role; Student Attitudes; Teaching Methods
IDENTIFIERS - Australia; *Partnerships in Education; South Pacific

The following papers, panel discussion, summaries, and comments are included in this conference proceedings document: "Education: The Essential Partnership" (Ramsey); "Australia's Involvement in Education in the Pacific: Partnership or Patronage?" (Baba); "Report by the Rapporteur to the Final Plenary Session" (Kimberley); "Adult Environmental Learning" (Chambers); "Londua Training School" (Vuti); "Idealism amongst New Secondary Teachers in Papua New Guinea" (Palmer); "Pacific Island Peoples" (Pamatatau); "The Treaty of Waitangi as a Basis for Maori/Non-Maori Partnerships in Education" (MacKenzie); "New Zealand Students Share in Life of Pacific Island Communities" (Latham); "The West Heidenlberg Early Literacy Project" (Sloane, Toomey); "Training Student Teachers to Work with Parents and the Community" (Muller, Middleton); "Community Involvement in Schooling: Meeting the Technological Challenge" (Moon); "New Technology in Education" (O'Malley, Hackwood); "Assault on Salt through Community Action" (Wells); "Entrepreneurial Activity in Higher Education" (Jeans, Hart, Forth); "Partnerships between Higher Education and Continuing Professional Education" (Brennan); "A Revolution in the Faculty: Industry University Initiatives" (McDonald); "Ageing and Growing Old: An Exploration of Children's Attitudes" (Battersby); "Education and Ageing: Recommendations from a New Zealand Inquiry" (Battersby); "The University of the Third Age: Playpen for the Oldies or New Community Force?" (Claydon); "Universities of the Third Age: An Exercise in Partnership" (Picton); "The Uxoridge Experience" (Bonnell); "A Second Bite of the Apple" (Wilkinson, Kaplan); "Creative Learning" (Brearley); "Philosophical Implications in Program Costing for Community Centres" (Evans); "Improving Participation Rates of Disadvantaged Young People in Education" (Sheen); "How to Succeed in Health Education" (Collins); "Victorian School of Languages and Ethnic Communities 1935-1988" (Abuiso, Kleinhenz); and "Doing It with Teachers and National Mutual" (Guest). Summaries of discussion groups, special interest groups, and the plenary session are included. (KC)

ED 333 235 CE 058 330

Levitan, Sar A.; Gallo, Frank
Spending To Save: Expanding Employment Opportunities. Occasional Paper 1991-2.
George Washington Univ., Washington, D.C. Center for Social Policy Studies.
SPONS. AGENCY - Ford Foundation, New York, N.Y.
PUB DATE - May 91
NOTE - 48p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adults; *Cost Effectiveness; Disadvantaged Youth; Economic Development; Employment Opportunities; *Employment Programs; *Federal Programs; *Job Development; *Job Training; Minority Groups; Policy Formation; Program Administration; *Program Costs; Public Sector; Unemployment

This paper explores the role of public jobs programs in the U.S. economy from the 1930s to the present. It postulates that jobs programs are necessary because they serve four separate but overlapping needs: alleviating joblessness, hardship, and poverty;

recreation/leisure category while females reported the least stress from parenting duties. The respondents appeared to have little time for interventions or other services. Results of chi square analysis revealed no significant differences in either gender or ethnic groups in terms of stress and institutional student support categories. Collapsed scores of the institutional student support service domains revealed disinterest on the part of the respondents. Survey forms are appended. (42 references) (NB)

ED 333 254 CG 023 407

Milgram, Noach Norman
Childhood PTSD in Israel: A Cross Cultural Frame of Reference.
PUB DATE - Aug 90
NOTE - 10p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adolescent Development; *Adolescents; *Anxiety; Bias; Child Development; *Children; Coping; Foreign Countries; Research Needs; Stress Management; *Stress Variables; *War
IDENTIFIERS - *Israel; *Posttraumatic Stress Disorder

There is considerable awareness among Israeli mental health workers and citizens of the importance of differentiating between acute or chronic reactions to severely stressful life situations and manifestations of mental illness and anxiety, or developmental and adjustment disorders. Israeli mental health workers have become expert and are heavily committed to treating stress-related phenomena. While manuals are available for dealing with stress reactions in school children, teachers, and mental health personnel themselves, these manuals present little systematic data on the pervasiveness of stress reactions. In spite of the ubiquitous nature of war stress-related phenomena in Israeli society, there have been no large-scale epidemiological studies of stress-related reactions and disorders in Israeli children and youth for any decade. Two major reviews of the clinical studies in the field cite data on anxiety levels in children as a function of the ideological and ecological features of their community, demographic variables, and the degree of traumatization they have faced. Ideological biases of both the investigator and the clients can determine what is attended to and how it is interpreted and treated. The ideological bias of the investigator can cause researchers to diagnose stress-related psychopathlogy in children where it does not exist or to avoid seeing it where it does. Such ideological biases complicate the process of identifying and treating Israeli children who may suffer from war-related posttraumatic stress disorders. The same caveats may also apply to working with Palestinian children. (NB)

ED 333 255 CG 023 408

Delaware's Dropouts: 1989-1990.
Delaware State Dept. of Public Instruction, Dover, Div. of Research and Evaluation.
PUB DATE - Nov 90
NOTE - 28p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Dropout Rate; *Dropouts; Racial Differences;

adolescent depression and the adolescent's relationships with parents and peers is described. The next three sections examine depression and low self-esteem, adolescent loneliness, and suicide and the adolescent, respectively. Depression, suicide attempts, and suicide completion are compared for adolescents, young adults, and adults. The booklet concludes with a section on youth suicide prevention. (NB)

ED 333 276 CG 023 430

Bad Mouthin': What Smokeless Tobacco Can Do to You.
Wisconsin Clearinghouse, Madison.
SPONS. AGENCY - Wisconsin State Dept. of Health and Social Services, Madison.
PUB DATE - 90
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adolescents; *Child Health; *Drug Use; *Prevention; *Tobacco
IDENTIFIERS - *Smokeless Tobacco

This booklet presents, in comic book format, information for children and adolescents on the hazards of using smokeless tobacco. It touches on the use of smokeless tobacco by baseball players, the advertising of smokeless tobacco, and the illegality of selling smokeless tobacco to minors. Health consequences of using smokeless tobacco, including the risk of cancer, are addressed. (NB)

ED 333 277 CG 023 431

Tomorrow's Choices: Preparing Now for Future Legal, Financial, and Health Care Decisions.
American Association of Retired Persons, Washington, D.C.
PUB DATE - 88
NOTE - 68p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Aging (Individuals); Health Care Costs; *Health Needs; Housing; Income; *Older Adults; Parent Child Relationship; *Planning; *Retirement; Retirement Benefits

This booklet, addressed to healthy, independent adults who want to plan for secure later lives, presents information about planning for difficult times. The first section discusses issues related to where an individual will live as needs and physical abilities change. It describes services available to help individuals remain in their homes or to assist if parents move in with their adult children. Options to consider if staying at home is no longer possible are suggested. Each section contains a list of issues to consider as decisions about where to live are made. The second section discusses many of the critical financial decisions that need to be made in the event of unexpected occurrences. It covers managing taxes, obtaining and using credit, using public benefits, purchasing insurance, appointing people to act in one's behalf, and planning to protect survivors. The third section discusses health care decisions, including health care options of agreeing to treatment for illness, resuscitation, life support systems, nutrition and hydration, and hospice care. Living wills and durable power of attorney for health care are reviewed. The last section presents planning steps, action steps, and advice on lower economic status than continuing respondents. There is concern that the sample of the continuing participants might be biased toward the more functional elderly and may lead researchers to underestimate the mental and physical needs of the general population of the aged. In this study, use of a carefully designed refusal conversion protocol at first follow-up in a longitudinal study of a representative sample of over 4,000 older persons was investigated. Respondents who refused initially did not differ from respondents by age or gender, but were more functionally independent, citing disinterest more frequently as the reason for refusal. The protocol was successful in convincing 43% of these initial refusals to continue participation, but less successful with proxy respondents (27% converted). The findings suggest that most refusals can be converted by telephone at minimal cost, and that it is possible to retain the very old and disabled in longitudinal studies given appropriate field methods. (Author/NB)

ED 333 296 CG 023 451

Negy, Charles; Woods, Donald J.
Mexican- and Anglo-American Differences on the Psychological Screening Inventory.
PUB DATE - Apr 91
NOTE - 19p.; Paper presented at the Annual Meeting of the Western Psychological Association (71st, San Francisco, CA, April 25-28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Acculturation; *Alienation; *Anglo Americans; College Students; *Cultural Differences; Higher Education; *Mexican Americans; *Personality Traits; Screening Tests
IDENTIFIERS - *Psychological Screening Inventory

The Psychological Screening Inventory (PSI) is useful when there is limited time and resources in mental health settings and counseling centers for the screening of psychological maladjustments. However, few studies have provided norms for Mexican-Americans, and no known study has investigated PSI results as a function of acculturation level. This study investigated differences between Anglo- and Mexican-American college students on the PSI, controlling for the Mexican-Americans' acculturation level as acculturation has been shown to covary with psychosocial variables. Based on data from 105 Anglo-American and 107 Mexican-American college students, it was found that Anglo-American subjects had lower PSI scores on the Alienation and Defensiveness subscales and higher scores on the Social Nonconformity and Expression subscales than did Mexican-American subjects. However, when Anglo-Americans were compared with high acculturated Mexican-Americans, differences only on the Alienation subscale persisted between the two ethnic groups, suggesting acculturation level modifies PSI results. (Author/NB)

ED 333 297 CG 023 452

Snodgrass, Sara E.
Sex Role Stereotypes Are Alive and Well.
PUB DATE - 91
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *College Students; Higher Education; Sex Differences; *Sex Role; *Sex Stereotypes; *Student Attitudes; Trend Analysis

during the National Sample Polls conducted by the Cabinet Public Information Office in 1978 and 1990. U.S. respondents were much more likely to express satisfaction with their lives than Japanese respondents. U.S. subjects expressed significantly greater satisfaction with their housing, income, leisure, jobs, their lives as a whole, and had more optimistic views of their futures than did Japanese subjects. Given the downward trend of the U.S. economy compared to the relative stability of the Japanese economy, these are particularly interesting findings. However, one must be cautious when comparing personal ratings across cultures. Terms like "satisfaction" may have different meanings in the U.S. and Japan. Also, the difficulty in inferring private beliefs from public statements in Japan must be taken into account in the present results. It might be argued that the Japanese were simply attempting to present themselves as humble about their lives. It appears clear from the present data that personal satisfaction in Japan has not kept pace with the economic achievements of the nation. (LLL)

ED 333 317 CG 023 473

Casemore, Bradley P.
Teen Drug Use: Impacts and Outcomes.
PUB DATE - 90
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - Adolescent Development; *Adolescents; Developmental Stages; Developmental Tasks; *Drinking; *Drug Use; *Youth Problems

Each generation of adolescents is exposed to a wider array of stressors and environmental deficits. Use, abuse, and dependence on alcohol and other drugs greatly impairs youths' ability to develop fully, and exacerbates and compounds other biopsychosocial problems. Physiologically, the onset of secondary sex characteristics, the growth spurt, final development of the central nervous system, as well as hormonal, neurotransmitter, and biochemical changes occur during adolescence. Mood altering chemicals alter human physiology including neurotransmitters. Young people who use chemicals also have a more difficult time with psychological tasks, such as individuation, emancipation, and separation. Their relationships with families tend to be marked by conflict and polarized feelings. Adolescence is also a period of development of a gender role identity or integrating sexual impulses into self concept. Young people who use chemicals are more likely to have difficulty controlling impulses and have high rates of promiscuity and prostitution. Another developmental area common to adolescence is the development of a moral code. Young people who use chemicals tend to become involved in behaviors viewed as anti-social, including theft, selling chemicals, and sexual misadventure. Career choice is another developmental area of concern. Because prospects for well paying jobs are limited as compared to the past, some young people take a fatalistic approach toward their education. The progression of chemical use, risk factors, and an overview of evaluation and intervention techniques and strategies are presented. (LLL)

ED 333 318 CG 023 474

Miller, Pamela R.
A Curriculum Framework for Junior and Senior High Child Abuse Prevention Programs.
Los Angeles County Office of Education, Downey, CA.
PUB DATE - 89

IDENTIFIERS - *Historical Fiction; Literature Based Reading Programs

Students must learn more than facts if history is to become meaningful for them. They do not relate to names of battles, dates of treaties, or to statistics any more than adults do. They relate to individuals, emotions, and stories that have the ability to arouse their curiosity. The use of historical fiction and biography has the potential of helping students experience the past, and feel the joy and despair of those who have lived before. Teaching history in this manner requires a lot of time and energy from the teacher to create the atmosphere. If the unit is to be successful, the teacher must study the event and time period. The teacher will also need to be clear about the objectives of the unit and how those objectives will be met. Detailed units on the American Revolution and on Pioneers serve as examples of using historical fiction and biography. Included in these units are extensive lists of suggested children's books. (A list of teacher resources for both units and a 24-item bibliography are attached.) (RS)

ED 333 339 CS 010 596

Cothern, Nancy B.
The Effect of Personal Journals on Fourth Grade Students' Attitudes toward Reading and Writing.
PUB DATE - 20 May 89
NOTE - 63p.; Ph.D. Dissertation, Louisiana State University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS - Grade 4; Intermediate Grades; *Journal Writing; *Reading Attitudes; Reading Research; Reading Writing Relationship; *Student Attitudes; Student Journals; Urban Schools; *Writing Attitudes; Writing Research

A study investigated the relationship between beliefs and attitudes toward reading and writing, and the effect of personal journal writing on attitudes and beliefs. Subjects, four intact classes of 95 fourth-grade students enrolled in two public schools in a southeastern metropolitan area, were randomly selected to participate in the study. In each of the schools, one experimental and one control group was randomly selected. Subjects in the experimental groups were instructed in journal writing techniques and wrote in their journals three times per week for six weeks. For the control group, two 15-minute observations were conducted weekly. Reading and writing attitudes were measured before and after intervention. Results indicated that journal writing caused positive reading and writing attitudes to decrease. Analyses of extreme attitudes within the group indicated that after journal writing, students reporting negative attitudes toward writing demonstrated increased positive reading attitudes; and students reporting negative attitudes toward reading demonstrated increased positive reading attitudes. Beliefs did not reflect cultural expectations, as suggested by the psychological model of attitude development from which hypotheses were derived. Findings suggest that: (1) journal writing should be an option; (2) affective assessments should be implemented with cognitive assessments; and (3) cultural influences should be addressed during instruction. (Thirteen tables of data and a figure representing the model of attitude and behavior are included; 54 references are attached. (Author/RS)

ED 333 340 CS 010 597

Labercane, George
Researching Response to Literature: A Pilot Study.

participated in weekly brainstorming sessions with the researcher and a certified elementary guidance counselor to help them gain insight into the behaviors and conditions hampering their academic progress. Results indicated that the target group made gains in reading levels, self esteem, and on daily English assignments. The brainstorming sessions were deemed successful based on the quality of the students' contributions over the duration of the project. (Seventeen references and 12 appendixes—including the Coopersmith Inventory of Self Esteem and graphs detailing student performance—are attached.) (SR)

ED 333 361 CS 010 619

Hollingsworth, Sandra; And Others
Listening for Aaron: A Teacher's Story about Modifying a Literature-Based Approach to Literacy To Accommodate a Young Male's Voice. Research Series No. 206.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; *Classroom Environment; Classroom Research; Grade 2; *Instructional Effectiveness; Primary Education; *Reading Difficulties; *Reading Instruction; Reading Research; *Whole Language Approach; *Writing Instruction
IDENTIFIERS - African Americans; Phonemic Awareness

A case study showed how a third-year teacher modified the socialized culture of literature-based literacy instruction she found in her second-grade classroom and teacher education program to reach particular children who were having difficulty learning to read and write. Aaron, the subject of the case study, was a second-grade African-American student who could neither read nor write at the beginning of the study. At the start of the school year, the teacher incorporated a program for systematic, whole-class phonics/spelling instruction. She insisted that the children take responsibility for their own learning, for sharing their knowledge with others in cooperative tasks, for resolving conflicts, and for organizing and helping her run the classroom. Still, Aaron's "voice" could not be heard in the classroom. As a result of discussion with peers, the teacher included supplemental systematic instruction in linguistic analyses and phonemic awareness, in groups small enough to command teacher attention to individual children. At the end of the year, Aaron was promoted to the third grade, saw himself as successful, was anxious to tackle new material, felt his depression lifted, experienced less conflictive situations with his peers, and was able to read and write full, large letters and stories. Findings suggest that, regardless of socialized norms, the ethics of teaching require providing all children with the means of accessing literature independently. (Two tables are included; 21 references are attached.) (RS)

ED 333 362 CS 010 620

Shefelbine, John
Encouraging Your Junior High Student To Read.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; International Reading Association, Newark, Del.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.

Collins, Norma; Smith, Carl, Comp.
Role of Metacognition in Reading To Learn. Learning Package No. 20.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 43p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Critical Reading; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Metacognition; *Reading Comprehension; *Reading Instruction; *Reading Strategies
IDENTIFIERS - Metacomprehension

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on the role of metacognition in reading to learn is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 387 CS 212 676

Nelson, Carol; Smith, Carl, Comp.
Language Diversity and Reading Instruction. Learning Package No. 21.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 40p.; For other learning packages in this series, see CS 212 656-705. Some material in this packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Classroom Communication; Classroom Environment; *Classroom Techniques; Cultural Awareness; Distance Education; Elementary Secondary Education; *English (Second Language); Higher Education; Inservice Teacher Education; *Language Acquisition; *Language Arts; *Limited English Speaking; *Reading Instruction; Student Centered Curriculum; Student Needs; Writing Instruction

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on language diversity and reading instruction is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 388 CS 212 677

Collins, Norma; Smith, Carl, Comp.
Motivating Low Performing Students. Learning Package No. 22.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 50p.; For other learning packages in this series, see CS 212

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Revision (Written Composition); *Student Evaluation; Teaching Methods; Whole Language Approach; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS - English Teachers

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on ways to evaluate writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 414 CS 212 703

Chao, Han-Hua, Comp.; Smith, Carl, Ed.
Integrating the Language Arts. Learning Package No. 48.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 51p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Integrated Curriculum; *Language Arts; Reading Writing Relationship; Theory Practice Relationship; Whole Language Approach
IDENTIFIERS - Language across the Curriculum

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on integrating the language arts is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 415 CS 212 704

Kelly, Dawn, Comp.; Smith, Carl, Ed.
Appreciation of Literature. Learning Package No. 49.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 45p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Classroom Environment; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher

interpreter. Biblical readings sometimes allegorized scripture into moral precept, while occult readings (i.e., Gnostic writings) often carried an implication that such texts are either for an elite readership or represent the essence of a tradition of spiritual truth under threat of extinction by modern materialism and science. The difficulty of difficulty is not that it is difficult, but that people do not face difficulty soon enough. Two problems arise as a result. First, the opportunity to take advantage of the fascination of difficulty itself is lost, and second, to put off difficulty is to increase difficulty in the same way that the difficulty of learning a foreign language is increased immeasurably when delayed past the earliest grades. In reading, it is beneficial to offer students a puzzle, and engage them in the dialectic of convention and variation or revolt. Extreme texts, not at the periphery but in the center, and therefore strange, are actually quite useful for this endeavor. Students need to come to understand that to read a text is never a terminal event like the placement of the last jigsaw piece. To learn this and be able to live with it and be satisfied with it is itself a solution. With literature, the process of reading is more important than the destination. (Thirty-five references are included.) (PRA)

ED 333 436 CS 212 877

Chafe, Wallace
Sources of Difficulty in the Processing of Written Language. Report Series 4.3.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Comparative Analysis; *Difficulty Level; Higher Education; *Language Processing; Literary Criticism; *Readability; *Reader Text Relationship; Reading Attitudes; *Writing (Composition); Written Language
IDENTIFIERS - *Aesthetic Reading; *Purpose (Composition)

Ease of language processing varies with the nature of the language involved. Ordinary spoken language is the easiest kind to produce and understand, while writing is a relatively new development. On thoughtful inspection, the readability of writing has shown itself to be a complex topic requiring insights from many academic disciplines and research techniques that are still not well developed. It would be wrong to conclude that writing is easiest to process when it is most like ordinary spoken language, or that more easily processed writing is "better" than more difficult language. A comparison of a passage from Henry James' "The Ambassadors" with one from Edith Wharton's "Ethan Frome" serves to illustrate some differences between written and spoken language. For example, differences in language and culture can hinder a reader's efforts to decipher a written text, as can unclear verbal references, insertion of new information, and negation. A listener's or reader's interest in a piece of language can be heightened through involvement (causing the listener or reader to feel caught up in what is expressed) and detachment (shifting attention from the actor to the object being acted upon). The arrangement and structure of paragraphs affects comprehension. Because writing can serve different purposes, it would be wrong to that collaborative writing is an effective learning tool for beginning writers. Many have pointed out that collaboration in writing groups properly shifts the focus from the teacher to the student, and allows writers to take more responsibility for their own composing processes. Such group activity works wonders in giving confidence to beginning writers who don't trust their own voices and want to be told how to write. But collaboration is more than just a heuristic for beginning writers' invention. For mature writers, collaborative writing: (1) functions as a heuristic for discovery both of ideas and of organizing principles; (2) focuses on writing as problem solving; (3) gives writers a sense of audience early in the process; (4) allows writers to see that finding a voice depends on understanding the social milieu in which they write; (5) allows for editing intervention early in the process; and (6) parallels the way writing is done in the professional world. Collaborative writing's success as demonstrated in six instances of actual practice is the strongest argument for an adjusted view of the subject. Whether or not a strict definition for advanced composition emerges, writing instructors should be aware that collaboration is an essential part of all composing processes, and should be included in classroom exercises. (One appendix on the creating of a Storyboard is attached.) (PRA)

ED 333 456 CS 212 900

Ward, Jay A.
WAC Reconsidered: Issues for the 90s.
PUB DATE - Mar 91
NOTE - 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991). Best available copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - College Instruction; Higher Education; Teacher Attitudes; *Writing Across the Curriculum; *Writing Attitudes; Writing Instruction; *Writing Teachers
IDENTIFIERS - *Academic Discourse; *Discourse Communities; Educational Issues

Characteristics that describe composition studies at its best (interdisciplinarity, collaborative, dialogic, radically democratic, maintaining a dynamic tension between "praxis" and "theoria") do not reflect a view of writing which is widely shared either by academics in fields other than composition or by those engaged in nonacademic writing. In fact, these characteristics do not reflect the view of writing which is widely held and practiced by many composition instructors themselves. As a result, both the capacity of composition instructors to lead in much needed writing-across-the-curriculum programs and the related role in assisting students to acquire writing skills that transfer to other courses are impaired or called into question. Composition instructors must somehow attempt to approach discourse in ways that include the diversity of academic discourse communities, and the varied epistemological assumptions and pedagogical practices that underlie them. (Fourteen references are attached.) (RS)

ED 333 457 CS 212 902

Raign, Kathryn Rosser
Philosopher to Moderator: The Shifting Paradigm of "Ethos" in Education.
PUB DATE - Mar 91

differed in sheer quantity of information and in the extent to which their descriptions featured students' knowledge of, and preference in, literature, and the extent of "personal" as opposed to "objective" knowledge. Furthermore, these differences were influenced by the extent of teachers' knowledge about literature and the conditions under which they taught. In general, elementary school teachers knew more about students than did high school teachers, because of sheer numbers of student charges and time spent with them. However, the descriptions of students' development given by those elementary teachers who were strictly required to use a basal reading program and under heavy threat of accountability testing, did not reflect the extent of the teachers' knowledge of literature. The language of teachers' descriptions also differed depending on whether they were describing a more or less able student. (Author/SR)

ED 333 475   CS 212 924

Moore, Jane
Math Journals.
PUB DATE - Mar 91
NOTE - 8p.; Paper presented at the Annual Spring Conference of the National Conference of Teachers of English (Indianapolis, IN, March 14-16, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Grade 2; Grade 3; *Journal Writing; *Mathematics Instruction; Primary Education; Student Evaluation; Student Journals; Student Writing Models; Teaching Methods
IDENTIFIERS - Writing Contexts

Using math journals on a weekly basis in second- and third-grade classrooms allows students to proceed at their own rate to converge on an understanding of mathematical concepts using their own experiences. Such journals also provide teachers with a unique diagnostic tool. Students' journal entries regarding telling time and the concept of multiplication illustrate the use of journals in the mathematics classroom: journal writing offers a change of pace for the students and gives teachers a real insight into the workings of the young child's mind in regard to mathematics. (RS)

ED 333 476   CS 212 925

Guenther, John E.; Bushman, John H.
Using the Newspaper To Teach Secondary Language Arts.
American Newspaper Publishers Association Foundation, Washington, D.C.
PUB DATE - 84
NOTE - 58p.; Best available copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Adolescent Literature; Class Activities; English Instruction; Instructional Materials; *Language Arts; *Newspapers; Secondary Education; *Secondary School Curriculum; *Speech Communication; Teaching Methods; *Writing Assignments
IDENTIFIERS - Newspaper in Education Program

This handbook provides the secondary language arts teacher with a series of meaningful activity options which use the newspaper as the learning resource. The handbook discusses the purposes of language arts education, the advantages of using the newspaper as a resource, and the relationship between the two. Taken from

AIDS victims": (1) the "non-members," victims who are innocent by dint of their not being a drug addict, or not gay, or not an adult; (2) the "innocent by intention," composed of HIV-positive individuals who would not knowingly spread the virus to others, and HIV-negative individuals who intend to retain that status; and (3) the "unjaded" innocents, not yet exposed to the demands of contemporary urban life, or more narrowly to the intricacies of the gay male subculture. Studies like these illustrate the usefulness of database searching for the academic researcher. (Fifty-eight references are included.) (Author/PRA)

ED 333 499 CS 507 478

Condry, John C.; Scheibe, Cynthia L.
National Children's Television, United States (1970-1990).
PUB DATE - May 91
NOTE - 29p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991). Best available copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cartoons; *Childrens Television; Commercial Television; *Educational Television; Programing (Broadcast); *Sex Stereotypes; *Television Commercials; Television Research; *Violence; Young Children
IDENTIFIERS - *Host Selling Television Commercials; Television History

Trends in the content and structure of television programs and commercials during children's viewing hours on U.S. network television over the past 20 years reveal a steady decrease in educational programs for children and an increase in violent acts. In addition, characters in both programs and commercials have remained remarkably sex-typed. A positive trend, however, is the increase in minority characters in both live programs and cartoons, something that was virtually unheard of 10 or 20 years ago. Analyses of data from the Human Development and Television Archive for 1983-1989 (along with the most recent data from March 1991) show a dramatic increase in both the frequency and amount of time devoted to product commercials during Saturday morning programs, averaging nearly 11 minutes per hour, which is over the new limit set by the Children's Television Education Act passed in 1990. Furthermore, advertising practices once considered unfair to children, such as "host-selling," have returned and deception has again become common in ads. Network programmers and their advertising colleagues appear to be content to grab and hold children's attention long enough to show them a commercial message. (Six figures and two tables of data are included; 18 references are attached.) (PRA)

ED 333 500 CS 507 479

Mundorf, Norbert; And Others
The Influence of Individual Differences on Academic Performance in a University Course on Interpersonal Communication.
PUB DATE - May 91
NOTE - 17p.; Paper presented at the Annual Meeting of the International Communication Association, (41st, Chicago, IL, May 23-27, 1991). Research supported by an Excellence in Education grant from the Rhode Island Board of Governors for Higher Education.
LANGUAGE - English

rationalize. This approach has allowed the professional industry to operate for too long under three gross and inaccurate assumptions: (1) that educators have little sense of what best prepares students for the industry; (2) that higher education is responsible for generating their entry-level job pool; and (3) that trade skills and vocational training are parts of the university's mission. Mass communication educators must quickly and convincingly deal with these misdirections, and establish clear reasoning for a new agenda for the mass communication discipline in the academy. The politics and finances of today's university may be the catalyst for media education to establish its position where it rightfully belongs anyway: in the liberal arts. Media courses should be designed to contribute to a student's ability to express ideas in speaking and writing, to reason, to organize, and to have a wider understanding of society. Viable for major and non-majors, courses should focus on the "why" of media processes, rather than on the "how to." To implement the redirection of media study, the discipline must redefine its educational objectives in structure and curriculum, and in faculty hiring. Beyond the department, professionals can provide their real world expertise to students through a variety of non-classroom avenues that can generate potential practitioners. (PRA)

ED 333 520 CS 507 502

Scovell, Paul
Differences between Computer and Non Computer Mediated Communication: A Preliminary Experimental Study.
PUB DATE - Apr 91
NOTE - 31p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Communication Research; Computer Networks; *Electronic Mail; Higher Education; *Interpersonal Communication; *Organizational Communication; Technical Writing; *Writing Skills
IDENTIFIERS - Computer Mediated Communication; Writing Implements

The use of electronic mail has increased in organizations and other areas where computers are used. Researchers report that there are some major effects on the organization and organizational members in group and interpersonal communication. An extensive literature review examined the technology used in computer networks, electronic mail and message systems, effects on the organization, and members of organizations. A study examined some of the differences between computer mediated communication and non computer mediated communication. Subjects, college students and users of three bulletin board services, responded to a single-question survey, either electronically or on paper. Responses were analyzed using a writing analyst computer program (Grammatik III). The computer mediated group did score higher on all the tests for readability, etc. Results indicated that there were some differences between the two types of communication, but further study is needed to clearly establish what those differences are. Implications for teachers of technical writing may be that more on line writing skills need to be developed in writing courses. (Two tables of data are included, and 28 references are attached.) (Author/SR)

ED 333 521 CS 507 503

Srikandath, Sivaram

constructive/developmental leadership model has four stages. In the imperial stage, the individual's frames of reference are personal goals and agendas. At the interpersonal stage, individuals can reflect on others' interests and experience trust, commitment, and mutuality. Persons in the institutional stage have developed a subjective frame of reference allowing for self-definition in terms of internal values and standards, not merely connections to others. In the interindividual stage, end values have become the object and a "global" worldview becomes the organizing process. The constructive/developmental model was used to analyze transcripts from interviews across five institutional settings (small, private liberal arts colleges) to determine the leader's developmental level, the organization's developmental level, and the leader's perceived effectiveness. Regarding the relationship of effective leadership to leader/constituent developmental congruence, results confirm that constituents can only perceive leadership effectiveness within a particular frame of reference determined by their cognitive development level. Similarly, a leader will only be able to enact leadership within his/her particular frame of reference, again a function of cognitive development. Leaders who are more cognitively developed than the organization can also be perceived as ineffective if they are not employing appropriate leadership strategies based on their constituents' development. (21 references) (MLH)

ED 333 540 EA 023 031

Pantili, Linda; And Others
Principal Assessment: Effective or Not? A Meta-Analytic Model.
PUB DATE - Apr 91
NOTE - 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Administrator Effectiveness; *Administrator Evaluation; *Assessment Centers (Personnel); Effect Size; Elementary Secondary Education; *Evaluation Criteria; *Meta Analysis; Models; *Principals
IDENTIFIERS - *National Association Secondary School Principals

The effectiveness of assessment centers in evaluating desirable criteria for the principalship is examined in this report, with a focus on the identification of the most effective evaluation criteria. This study explored a variety of factors in the preparation of school personnel for assessment, the actual National Association of Secondary School Principals (NASSP) assessment process, and the outcomes of the process. Methodology involved a series of meta-analyses to integrate factors internal and external to the NASSP assessment center process into a consistent theoretical framework for the improvement of principal preparation, assessment, selection, and performance. A model for future assessment center programs is proposed. Data were collected from 32 published and unpublished studies. Quantitative analysis computed the effect sizes of variables, and qualitative methodology generated an importance ranking of skill dimensions and a content analysis of common variable concepts. Findings indicate that leadership is the single greatest factor that affects administrative potential; race and gender had insignificant effects on performance dimension scores. In general, findings substantiate the validity of the assessment process in construct, content, and criteria. Recommendations are made for improving the quality of data for validity studies and for revising current preparation and assessment programs to more hypotheses, operational measures such as the Pupil Control Ideology, the Internal-External Locus of Control Scale, and Maslach Burnout Inventory were used. The study sample consisted of 191 public school teachers from 13 schools located in a large Midwestern city. The schools are interracial and cross-cultural centers employing primarily Afro-American, Caucasian, and Hispanic teachers serving students of similar ethnic backgrounds. Results supported the first hypothesis that described individuals with an external locus of control as probably having fewer coping strategies than those with an internal locus of control. Findings also supported the second hypothesis; teachers who have a custodial pupil control ideology will most likely also experience more emotional exhaustion, depersonalization, and a lack of personal accomplishment. The third hypothesis was also supported; teachers with a custodial pupil control ideology appear to have an external locus of control. (46 references) (MLH)

ED 333 561 EA 023 067

Veir, Carole
Presenting Information Accurately and Clearly: An Inservice Workshop Based upon the Texas Teacher Appraisal System (TTAS).
PUB DATE - Nov 90
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Classroom Communication; *Classroom Techniques; Communication Skills; Elementary Education; Inservice Teacher Education; Instructional Effectiveness; *Instructional Improvement; Preschool Education; Program Descriptions; Staff Development; Teacher Effectiveness; *Teacher Improvement; Teacher Student Relationship; Verbal Communication; Workshops
IDENTIFIERS - *Texas Teacher Appraisal System

The faculty at an urban school serving prekindergarten through fifth grade were concerned about poor teacher performance on an area of the Texas Teacher Appraisal System (TTAS) that assessed their ability to present information accurately and to explain content and/or learning tasks clearly. Responding to their concern, this document describes an inservice workshop designed to improve teacher performance in those areas. Literature on effective schools is reviewed, other methods of improving teachers' instructional effectiveness are mentioned, and time and cost requirements for the inservice are given. Also described is the inservice content, which includes six categories: (1) performance goals; (2) rationale for performance goals; (3) teacher knowledge and behavior; (4) schedule of learning activities; (5) staff development resources; and (6) teacher audience. Next, the organization, delivery systems and techniques, governance structure, and evaluation of the inservice are described. Included are an outline of the inservice; five nonfacilitating behaviors; a TTAS checklist for content presentation; five aspects of clarity; and a list of "Things I Still Need to Learn." (9 references) (CLA)

ED 333 562 EA 023 068

Veir, Carole
Maintaining a Supportive Learning Environment: Encouraging Slow and Reluctant Students. An Inservice Training Packet Based on the Texas Teacher Appraisal System (TTAS).
PUB DATE - 89
NOTE - 24p.
LANGUAGE - English

Thirty-two principals and 10 educational administration students from 6 public school systems in London, Ontario, participated in the study, which involved interviews, small group discussion, questionnaires, and individual problem-solving exercises. Findings are presented in consecutive papers. Two tables provide participants' experience profiles and the data collection schedule. (34 references) (LMI)

ED 333 582 EA 023 098

Allison, Derek J.; Allison, Patricia A.
Students, Teachers, Parents and Projects: Principals' Perceptions of School Problems.
PUB DATE - Apr 91
NOTE - 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Administrative Problems; *Administrator Effectiveness; Administrator Role; *Decision Making; Elementary Education; Foreign Countries; Job Performance; *Leadership Styles; *Problem Solving; Work Experience
IDENTIFIERS - *Ontario

Findings from a study investigating and comparing differences in problem-solving approaches between novice and expert elementary school principals are reported in this paper, which focuses on the interview phase of the data collection process. Interview questions were designed to explore and compare the ways in which principals perceived administrative problems. Three groups of 8 principals classified by experience level--rookie, seasoned, and veteran--were interviewed, a total of 24 participants. Twenty different administrative problems were identified, which were categorized as routine administrative procedures, walk-in student/teacher/parent concerns, other walk-in problems, and long-range projects. No significant relationship was found between level of experience and perceptions of problem solving. The more effective problem solvers were more involved in large-scale school projects, suggesting that the ability to detect need and transform problems into projects is an administrative asset. Three tables and two figures are included. (2 references) (LMI)

ED 333 583 EA 023 099

Allison, Patricia A.; Allison, Derek J.
Experience and Expertise in Administrative Problem Solving.
PUB DATE - Apr 91
NOTE - 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Administrative Problems; Administrator Evaluation; *Decision Making; Elementary Secondary Education; Foreign Countries; *Measurement Techniques; *Measures (Individuals); Personality Measures; *Problem Solving; *Work Experience
IDENTIFIERS - *Ontario

Findings from a study to identify and compare differences between expert and novice administrators in problem-solving approaches and perceptions are reported in this paper. The 7 paper and pencil instruments completed by 32 elementary school principals and 10 preservice educational administration students are described in

O'Connell, Joanne Curry; Johnson, Marilyn J.
Mental Health Issues. Native American Rehabilitation: A Bibliographic Series, No. 5.
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 88
NOTE - 36p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Adolescents; Adults; *American Indians; Behavior Disorders; Children; Cultural Context; Depression (Psychology); *Disabilities; Epidemiology; Etiology; Incidence; *Mental Health; *Psychiatric Services; *Psychological Services; *Rehabilitation; Suicide
IDENTIFIERS - *Native Americans

This annotated bibliography is part of a series that offers a synthesis of knowledge on rehabilitation of Native Americans who are disabled. This volume of the series covers mental health issues and lists, alphabetically by author, a total of 65 books, dissertations, journal articles, and reports issued between 1967 and 1985. (JDD)

ED 333 605 EC 300 356

O'Connell, Joanne Curry; Johnson, Marilyn J.
Health Care Issues. Native American Rehabilitation: A Bibliographic Series, No. 6.
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 88
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - *American Indians; At Risk Persons; Child Health; Cultural Context; *Disabilities; Diseases; Epidemiology; Health Needs; *Health Services; *Rehabilitation
IDENTIFIERS - *Native Americans

This annotated bibliography, part of a series on rehabilitation of Native Americans who are disabled, focuses on health care issues. The bibliography lists 34 books, journal articles, and reports published between 1971 and 1985. Entries are arranged alphabetically by author. (JDD)

ED 333 606 EC 300 357

O'Connell, Joanne Curry; Johnson, Marilyn J.
Medically Related Disability Issues. Native American Rehabilitation: A Bibliographic Series, No. 7.
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 88
NOTE - 39p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)

populations such as the physically and mentally handicapped and other at-risk groups. Included as an attachment are worksheets for communications/listening and applied math. (NLA)

ED 333 100 CE 056 491

Mason, Robin; Morgan, Alistair
The Rough and the Smooth--Students' Experiences of O.U. Study. Open-Ended Feedback from the Student Opinion Survey. The "Pete Davey Survey." Report No. 2.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE - Jan 86
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Education; Courses; Distance Education; Educational Administration; Educational Benefits; *Educational Change; Educational Improvement; Educational Radio; Educational Research; Educational Television; Foreign Countries; Higher Education; Needs Assessment; *Open Universities; Opinions; *Student Attitudes; Student Evaluation; *Student Experience; Summer Schools; Tutorial Programs; Tutors
IDENTIFIERS - *Open University (Great Britain)

The Student Opinion Survey was sent to a random sample of 2,600 Open University (OU) students who had gained at least two credits and were studying during 1984. The response rate was 84 percent. Responses to open-ended questions on about one-third of those questionnaires were analyzed to determine the significant phenomena in students' experiences of OU study. The subject that most occupied students' minds was tutors and tutorials. Well over one-third mentioned that the decrease in the number of tutors and the inaccessible locations of tutorials had hindered them. Students indicated that the quality of tutors varied from excellent to appalling; the quality of OU material compared very favorably with other academic institutions; and OU study had contributed to their change and development. Most comments about assessment were in the form of suggestions for change. The major concern regarding courses was the number that had been dropped from OU's offerings or postponed. Criticisms about books were that there were too many, they were too expensive, or they were not relevant. Criticisms about administration included increased fees and poor course guides. The critical feedback about summer schools focused on poor quality, expense, disruption to family arrangements, and the fact that they were not optional. Students suggested that OU might economize by scrapping television and radio. (YLB)

ED 333 101 CE 056 493

Ashby, Alison; Dale, Janice
Digest of Open University Statistics 1971-1987. Report No. 24.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE - Feb 89
NOTE - 84p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Adult Students; Bachelors Degrees; College Graduates; *Distance Education; Educational Background; Employment Level; Foreign Countries; Higher Education; Individual Characteristics;

emphasis in adult literacy; (7) investigate how computer technology influences adult literacy work; (8) explicate the benefits of adult literacy programs during 1974 to 1988; and (9) provide recommendations. Based on several Adult Reading and Learning Assistance (ARLA) Federation national surveys, 12,117 students and 8,108 tutors were involved in the adult literacy movement between 1974 to 1987. Several questionnaires collected historical and statistical data from program coordinators. Additional surveys collected information on the use of computers in adult literacy programs and on the literacy levels of prison inmates. Descriptive information was obtained from case studies. (Twenty references, a list of project files, and notes are included. Appendices contain: (1) unofficial records of reading programs, 1979-1984; (2) notes on background to National Council of Adult Education involvement with adult literacy movement, June 1979; (3) list of questions sent to all programs; (4) breakdown of the 1988 Timaru statistics; and (5) the ARLA Federation computer survey questionnaire.) (NLA)

ED 333 120 CE 058 023

Lundgren, Carol A., Ed.
The Business Education Index 1990. Index of Business Education Articles and Research Studies Complied from a Selected List of Periodicals and Yearbooks Published during the Year 1990. Volume 51.
Delta Pi Epsilon Society, Little Rock, AR.
PUB DATE - 91
NOTE - 143p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reference Materials - General (130)
DESCRIPTORS - *Business Education; *Directories; Economics Education; Higher Education; *Indexes; Information Systems; Marketing; Secondary Education; *Subject Index Terms; Vocational Education

Publications listed in this index are limited to specific business education publications and those related to business education. Journals essential to research and teaching in the broad business education spectrum with emphasis on information systems, economic education, business teacher education, and vocational education are included in the index. A preliminary list cites the subjects in alphabetical order followed by the page number on which the entry begins. Thirty-seven major category heads are capitalized. Seventy-two subcategories are also included. Entries in the index are arranged by subject. An author listing follows the subject section. All entries provide the title, author(s), journal, volume and number, inclusive pages, month, and year. An explanation of the abbreviations for the names of the indexed publications is shown in the list of publications indexed. Other commonly used abbreviations are also included. (NLA)

ED 333 121 CE 058 062

Initial Training and Labour-Market Entry among French Youth.
Centre d'Etudes et de Recherches sur les Qualifications, Paris (France).
PUB DATE - 91
NOTE - 5p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Journal Articles (080)
DESCRIPTORS - Employed Women; Employment Opportunities; Employment

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Community Action; Community Education; Community Resources; Educational Needs; *Educational Objectives; *Educational Planning; *Futures (of Society); *Literacy Education; Problem Solving; Program Development; Public Policy
IDENTIFIERS - *United Way

The United Way of America has issued a Call to Action that asks the United States to make the achievement of literacy a top national priority. The goal is to achieve literacy by the year 2010. The Call to Action includes a set of strategies, objectives, and actions based on United Way's community problem-solving approach. At the heart of the Call to Action is a set of three national strategies: (1) create and sustain a national policy that makes literacy a national priority; (2) expand and ensure access to and coordination of available literacy education resources, and strengthen the capacity of the nation's literacy and education systems; and (3) support, encourage, and expand a community or collaborative approach to achieving literacy. For each of these strategies, projects and policies are suggested. Long-term and short-term goals are also stated. (KC)

ED 333 140 CE 058 114

Campbell, Pat
An Annotated Bibliography of Adult Literacy Resources. Second Edition.
PROSPECTS Adult Literacy Association, Edmonton (Alberta).
SPONS. AGENCY - Alberta Dept. of Education, Edmonton.; Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE - 91
NOTE - 135p.; For the first edition, see ED 308 285.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Basic Skills; Biographies; Consumer Education; *Daily Living Skills; Employment; *Fiction; First Aid; Foreign Countries; Functional Literacy; Health; Individual Development; *Literacy Education; *Nonfiction; Reading Comprehension; Skill Development; Spelling; Supplementary Reading Materials; Videotape Recordings; Vocabulary; Word Recognition; Workbooks; Writing (Composition)

This annotated bibliography lists 183 books dealing with adult literacy under 10 main categories: life skills; biographies; nonfiction; fiction; work identification workbooks; comprehension workbooks; skill development series; spelling workbooks; vocabulary workbooks; writing workbooks; and video programs. The categories are further subdivided into up to six areas so that more specific information may be located. The life skills category is subdivided into personal development, employment, functional skills, health, legislation, and consumer issues. The nonfiction and fiction categories are each divided into stage II and stage III. Each annotation provides the following information: title, publisher, distributor, date, readability level, cost, and content summary. A listing of publishers' addresses appears at the end of the bibliography. An alphabetical title list and glossary are provided. (YLB)

SPONS. AGENCY - Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE - Jan 90
NOTE - 85p.; Twelve pages contain text printed on dark background and will not photocopy legibly. For related documents, see CE 058 152-153.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Appropriate Technology; Case Studies; Curriculum Development; Educational Media; Educational Planning; Educational Resources; *Educational Technology; Educational Television; Educational Trends; Futures (of Society); Information Systems; Inservice Teacher Education; Instructional Innovation; *Integrated Activities; *Interactive Video; *Learning Laboratories; Microcomputers; *Nuclear Power Plant Technicians; Postsecondary Education; Secondary Education; Teaching Methods; Video Equipment; Videotape Recordings; *Vocational Education
IDENTIFIERS - Illinois

This resource book is one of a series of three information resources containing ideas about instructional technology applications and how certain technology applications may have particular relevance to vocational education. It contains descriptions of some instructional technology systems applications that are currently in use. The cases focus on: (1) two-way interactive television; (2) a networked computer-based laboratory; (3) an integrated information technology system; and (4) technology and training in the nuclear industry. For each component of each system reviewed in the cases, a need is shown, followed by an application and the outcome of that solution. The notebook is designed to help vocational educators make decisions about which technologies to use in their instructional settings and how to apply elements of various systems to their situations. (KC)

ED 333 160 CE 058 155

Anderson, Lorraine Kvistberg
Stages of Reasoning along a Developmental Continuum: Implications for Instruction of Housing Programs.
PUB DATE - Dec 90
NOTE - 6p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Abstract Reasoning; *Cognitive Development; Developmental Stages; Higher Education; Home Economics; *Housing; *Learning Processes; *Learning Strategies; *Problem Solving; Teaching Methods

A research project explored the idea that reasoning develops in distinct phases of thinking as individuals journey from simplistic learning of facts to highly proficient consequence predicting of integrated relationships. These results were derived from a study that examined the thinking processes and problem-solving actions of 13 students and faculty from a land grant university housing program. Two separate but integrated investigations used a questionnaire in which subjects were asked to reason about current housing problems and factors that influence housing selection. During the problem-solving activity, subjects were instructed to verbalize all their thoughts as they solved four housing-related problems. Findings revealed differences in the understanding and

Curriculum Development; Educational Needs; Education Work Relationship; Employer Employee Relationship; Foreign Countries; Illiteracy; Job Skills; Job Training; *Literacy Education; *Needs Assessment; Problem Solving; Program Descriptions; Program Design; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Unions; Values
IDENTIFIERS - Canada; *Workplace Literacy

This book is a practitioner's guide to developing literacy training programs for workers. Titles of the 28 chapters and epilogue are as follows: "Understanding the History and Definitions of Workplace Literacy" (Askov, Aderman); "Understanding Literacy in the Canadian Business Context: Conference Board of Canada Study" (Hart); "Understanding Basic Workplace Skills in a Changing Business Environment" (Jones); "Understanding the Need for Workplace Literacy Partnerships" (Lewe); "Understanding Lessons Learned in Employee Basic Skills Efforts in the United States: No Quick Fix" (Jurmo); "Understanding Values in Workplace Education" (Draper); "Understanding a Project Proposal Development" (Anderson); "How to Assess Learners and Build Workplace Literacy Programs" (Ioannou et al.); "How to Assess Organizational Needs and Requirements" (Waugh); "How to Establish a Workplace Basic Skills Program: A Blue Print for Success: (Carnevale et al.); "How to Approach Worker Testing and Assessment" (Taylor); "How to Identify Workplace Communications Skills in the British Columbia Sawmill Industry" (Hawyrsh); "How to Plan and Conduct a Literacy Task Analysis" (Taylor, Lewe); "How to Design Instruction: From Literacy Task Analyses to Curriculum" (Philippi); "So We Can Make Our Voices Heard: The Ontario Federation of Labour's BEST Project on Worker Literacy" (Turk, Unda); "Basic Skills Upgrading: A Trades Training Perspective" (Evetts, Flanagan); "Workplace ESL and Literacy: A Business and Education Partnership (Kinsey); "The Massachusetts Workplace Education Program" (Hikes); "A Canadian Volunteer Industrial Tutoring Project" (Batdorf); "WORKBASE: Practical Approaches to Literacy in the Workplace" (Taw); "Towards a Workplace Literacy Curriculum Model" (Langenbach); "Choosing Workplace Literacy Resources" (Imel); "Adapting Workplace Materials for Teaching ESL Students" (Meenan); "Thinking Critically in the Workplace" (Pierce); "Accrediting Basic Skills for the Workplace" (Morphy); "Using Television for Work Force Basic Skills Training" (Shafer); "Evaluating Workplace Literacy Programs" (Chang); "Deciding on the Effectiveness of Workplace Literacy Programs" (Mikulecky, D'Adamo-Weinstein); and "Reflections on Education in the Workplace" (Draper). (YLB)

ED 333 181 CE 058 205

Fulton, Rodney D.
Approaches to Changing the Physical Attributes of the Adult Learning Environment: A Preliminary Investigation.
PUB DATE - Jul 89
NOTE - 12p.; For a related document, see ED 324 420.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Adjustment (to Environment); *Adoption (Ideas); Adult Basic Education; Adult Learning; *Age Differences; Behavior Theories; Classroom Furniture; *Educational Environment; Educational Facilities; Educational Research; Graduate Study; Higher Education; *Physical Environment; *Sex Differences

A study surveyed 139 individuals to determine if differences in the way they approached the physical attributes of various learning environments could be attributed to either gender or age. Participants were Montana State University graduate students in

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Aerospace Industry; Delivery Systems; Entry Workers; Graphic Arts; Health Occupations; *Internship Programs; Labor Needs; *Labor Supply; *School Business Relationship; Secondary Education; *Technological Advancement
IDENTIFIERS - *North Clackamas School District OR; *Partnerships in Education

The North Clackamas School District (Oregon) conducted the Student Cooperative Training Units (CTU) program. The CTU program addressed two key issues that disrupted the development and maintenance of local high technology businesses: (1) The aerospace parts casting, health care, and graphic reproduction industries have experienced a shortage of trained workers ready to enter the labor force; (2) in addition, the local training facility has a surplus of entry-level jobs that have gone unfilled by Sabin Skills Center graduates. Business/education partnerships were established with local high technology companies to solve recruitment problems and address barriers to employment. The CTU program served as a bridge between the Skills Center, postsecondary programs, and local industry. Internships gave students an opportunity to experience employment in high technology businesses. (Ten appendices are included: (1) cooperative demonstration program brochure; (2) student orientation materials; (3) internship design; (4) internship position description; (5) pilot program internship schedule; (6) on-site documentation form; (7) internship evaluation form; (8) pilot project outcomes; (9) school-year internship schedule; and (10) internship guidelines.) (NLA)

ED 333 199 CE 058 260

Kutner, Mark A.; And Others
A Review of the National Workplace Literacy Program.
Pelavin Associates, Inc., Washington, DC.
SPONS. AGENCY - Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE - May 91
NOTE - 77p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Business Responsibility; Cooperative Planning; Data Analysis; Employer Employee Relationship; Federal Aid; Federal Programs; Grants; Illiteracy; *Inplant Programs; *Literacy Education; Literature Reviews; Material Development; Nonschool Educational Programs; On the Job Training; *Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; School Business Relationship; Staff Development; Task Analysis; Unions
IDENTIFIERS - National Workplace Literacy Program; Partnerships in Education; *Workplace Literacy

Projects funded during the first year of operation of the National Workplace Literacy Program were examined. Activities included a review of research literature, analyses of data from 29 of the 37 first-year projects, and site visits to 6 projects. The research literature suggested the following elements of successful workplace literacy programs: a close and collaborative relationship between workplace literacy partners; employee involvement; a literacy task analysis; clear and objective program goals; linking of workplace literacy instruction with job tasks; and instructors with experience teaching adults. Information from in the discussion in each of the three parts. The final section of the booklet provides an annotated list of 36 publications for further reading. (YLB)

ED 333 217 CE 058 295

National Review of TAFE Teacher Preparation and Development: Discussion Paper.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
SPONS. AGENCY - Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE - 90
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Curriculum Development; Educational Administration; *Faculty Development; Foreign Countries; Futures (of Society); Job Skills; National Surveys; *Needs Assessment; Postsecondary Education; Prediction; Teacher Attitudes; *Teacher Education; Teacher Evaluation; *Teacher Improvement; Teacher Qualifications; *Teaching Skills; Technical Education; Vocational Education; *Vocational Education Teachers
IDENTIFIERS - *TAFE (Australia)

A national review of TAFE (Technical and Further Education) teacher preparation and development identified the skills and competencies that will be required of full-time TAFE teachers in the 1990s and those held by present full-time TAFE teachers in Australia. A questionnaire received 594 responses (a 50% response rate). Teachers reported their perceptions regarding their skills in seven categories: teaching; curriculum development; determining clients needs and industrial liaison; management/administration; updating own subject; workplace context; and general personal qualities. A two-stage Delphi survey of experts identified teacher skills and competencies for the 1990s. Results from all research techniques indicated that teaching-related skills featured very prominently but that the gap between present and future required skills was small. Curriculum development areas identified as becoming prominent were those that showed large skill shortfalls. The gap between future requirements and current expertise in determining client needs and industry liaison was the largest among the seven categories of skills. Teachers undertook considerable administrative tasks and expected this area to require a higher level of skills. Updating vocational and practical expertise was a high priority for TAFE teachers. The extent and importance of workplace-related knowledge was emphasized. The category of personal qualities showed not only the highest perceived level of current skills but also the highest level of required skills for the 1990s. (YLB)

ED 333 218 CE 058 296

Guthrie, Hugh; Loveder, Philip
Approaches to Multiple Entry and Exit Points for the Associate Diplomas.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
PUB DATE - 90
NOTE - 125p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

helping the economy emerge from recession; providing jobs to able-bodied welfare recipients; and producing needed services that otherwise are neglected. It demonstrates that jobs programs are necessary even in good economic times so that disadvantaged persons can secure employment that the private sector will not give them. It also recounts the problems of previous jobs programs, such as insufficient management, too-rigid selection processes, unworkable compensation formulas, and substitution of federal funds for local government funds, and suggests ways to avoid these pitfalls. Finally, the paper recommends job programs for the 1990s as a way to work out of recession, have needed work done, and promote the work ethic. An appendix contains a table of the annual average consumer price index, 1960-1990. A list of 38 endnotes concludes the document. (KC)

ED 333 236 CE 058 331

Wardlow, George; Swanson, Gordon
Institutional-Level Factors and Excellence in Vocational Education: A Review of the Literature.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 88p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Educational Change; *Excellence in Education; High Schools; *Institutional Characteristics; *Institutional Role; Literature Reviews; Organizational Development; Outcomes of Education; Public Education; School Business Relationship; *School Effectiveness; School Personnel; Transitional Schools; *Vocational Education

A review of the literature is presented on the excellence movement in education and vocational education. The review focuses on the contribution of the educational institution to excellence and describes institutional-level factors associated with excellence. Several questions guide the review: What elements characterize exemplary institutions? What are the common elements? Can these attributes be developed? How do the elements compare to those found in other settings? What implications do the findings have for further study? Several issues are identified: (1) the "unattended" issue (how vocational education was ignored in national reform reports); (2) a model for excellence; (3) outcome factors; (4) institutional variables; (5) organizational structure of the system; (6) personnel qualifications; (7) curriculum development; and (8) program access. In the study of excellence in public education, several topics are identified: (1) structural variables; (2) schools in transition; (3) changes occurring in education; and (4) themes of excellence. Five research concerns and 13 questions for research are listed. Fifty-six references and a 178-item bibliography are included. (NLA)

ED 333 237 CE 058 336

Li, Anita K. S.; Marn, Stephanie
The Story of S.U.C.C.E.S.S. A Model Workplace Literacy Program.
Hawaii Univ., Manoa. Coll. of Education.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - 90
NOTE - 26p.; This project was administered by the University of

Secondary Education; *Secondary School Students; Sex Differences; Statistics; Trend Analysis
IDENTIFIERS - *Delaware

Delaware annually collects information from the state's secondary schools concerning students who drop out of school. The findings for the 1989-1990 school year revealed that, out of an enrollment of 27,109 students, 1,801 students in grades 9 through 12 left school. The statewide annual dropout rate declined (6.6% versus 7.3% the previous year). Male dropouts outnumbered female dropouts (60% to 40%). Black and Hispanic students dropped out at higher rates than did White/other students, with the annual rate for Blacks being 1.9 times the rate for Whites/others and the annual rate for Hispanics being 2.2 times the rate for Whites/others. While dropout rates were higher for minorities than for Whites/others, in terms of absolute numbers, the majority of the state's dropouts were White (58%). Most of Delaware's dropouts left school in grades 9 or 10 and most were 16 or 17 years old, being overage for grade placement. The annual dropout rate in rural districts was lower than that in non-rural districts. (Five figures and 11 tables are included; a list of alternative school programs in Delaware is appended.) (NB)

ED 333 256 CG 023 409

Yondorf, Barbara A.
Adolescents and AIDS: Stopping the Time Bomb.
National Conference of State Legislatures, Denver, CO.
PUB DATE - Jun 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140), Collected Works - Serials (022)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; *Adolescents; Drug Use; Elementary Secondary Education; *Health Education; *Prevention; *Program Effectiveness; Sex Education; Sexuality

There is mounting evidence that the human immunodeficiency virus (HIV) that causes acquired immune deficiency syndrome (AIDS) is spreading rapidly among teenagers. To stop this spread of HIV infection, experts agree that states need to include HIV/AIDS prevention and education as an integral part of comprehensive health education programs for elementary and high school students. HIV is primarily spread among teenagers through unprotected sexual contact with an infected person or by sharing a needle with an infected person in the course of intravenous drug use. Education programs should strive to increase adolescent awareness of HIV/AIDS and the factors that determine their risk for disease; describe how the disease is transmitted and what can be done to prevent its spread; dispel misconceptions about how HIV is transmitted; encourage compassion toward people at high risk or people who have contracted HIV or HIV-related illnesses; and motivate adolescents to identify and change those behaviors that place them at risk for HIV infection. As of April 1990, 30 states and the District of Columbia require HIV/AIDS education in public schools. Programs are also needed to serve hard-to-reach youth and states need to include an evaluation component in their youth-related HIV education programs. In developing effective HIV/AIDS education programs, program development, implementation, evaluation, and refinement and targeting need to be stressed. (NB)

ED 333 257 CG 023 410

Not Schools Alone: Guidelines for Schools and Communities To Prevent the Use of Tobacco, Alcohol, and Other Drugs among Children and Youth.

talking to one's family and friends. Suggestions on people to talk to and resource lists are included. (ABL)

ED 333 278 CG 023 432

McIntyre, Kevin; And Others
Resilience among High Risk Youth.
Wisconsin Clearinghouse, Madison.
PUB DATE - 90
NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Adolescents; *Alcohol Abuse; *At Risk Persons; Children; *Drug Abuse; *Youth Problems
IDENTIFIERS - *Resilience

This report focuses on children who are at risk for abusing alcohol and other drugs. It notes that the concept of risk factors is only one component necessary to understanding the range of youth drug-related behaviors. A second component, protective factors, is identified and defined as those aspects of a person's biology, psychology, and environment which serve to mediate or mitigate against substance abuse. These protective factors serve as the basis of this report. It begins by discussing protective factor research and providing an overview of the contributions derived from the mental health field. The analysis and research of several individuals and teams are highlighted in order to provide an understanding of how the concept of protective factors has been approached, the direction their insights have taken them, and the results they have achieved. Following this, the report considers the status of protective factor research in the alcohol and other drug abuse field. It is noted that several factors have been strongly identified in the literature as protective against the development of alcohol or other drug abuse; personal, social, and familial factors are listed. A third section explores issues related to protective factor research. The concluding section considers the implications of protective factor research for social policy and for prevention programming. (NB)

ED 333 279 CG 023 433

Yoast, Richard; McIntyre, Kevin, Ed.
What You Can Do: A Hands-on Guide to Building Alliances for the Prevention of Alcohol and Other Drug Abuse. Second Edition.
Wisconsin Clearinghouse, Madison.
PUB DATE - 89
NOTE - 50p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - *Alcohol Abuse; *Community Involvement; Cooperation; *Drug Abuse; Elementary Secondary Education; *Prevention; *School Community Relationship

This manual is an introduction to organizing schools and the community into an alliance for the prevention of alcohol and other drug abuse. It was written for people who have had little or no experience in organizing. It is hoped that this guide will help readers to analyze their situations so they can plan prevention and early intervention activities; decide which concerns or problems should be addressed first; set goals and select the best methods for making changes; anticipate and overcome stumbling

Two studies, in late 1988 and early 1990, examined sex-role stereotypes held by northeastern liberal arts college students (N=719) and southern state university college students (N=145). The first study used the Personal Attributes Questionnaire (PAQ) and compared ratings of men and women with the traditional sex-roles represented by the PAQ in the early 1970s. Subjects rated "masculine" men, women, and persons significantly differently from their ratings of "feminine" men, women, and persons. The second study examined subjects' definitions of "masculine" and "feminine" when applied to a man, a woman, or a person. "Masculine" and "feminine" were perceived quite differently by the subjects in this study. Masculine represented task-orientation and power-orientation, while "feminine" represented social-orientation. The only terms not differentiating "masculine" and "feminine" were "logical" and "competent," terms associated with career and task-orientation. Other task-oriented terms were perceived to be "masculine" (e.g. successful, good leader, active, respected). These results suggest that stereotypes continue to characterize masculinity as agentic and femininity as communal. These studies reflect that sex-role stereotypes do not appear to be dissolving 20-25 years after they were first defined. Men were still perceived as agentic and forceful and women were perceived as more communal and passive. (BHK)

ED 333 298 CG 023 453

Wallack, Lawrence; And Others
TV Beer Commercials and Children: Exposure, Attention, Beliefs, and Expectations about Drinking as an Adult.
SPONS. AGENCY - AAA Foundation for Traffic Safety, Washington, DC.
PUB DATE - 90
NOTE - 90p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Alcoholic Beverages; *Audience Response; *Childrens Television; Elementary School Students; Grade 5; Grade 6; Intermediate Grades; *Sex Differences; *Television Commercials; Television Research; *Television Viewing
IDENTIFIERS - *Beer

This report presents findings from a study of the effects of televised beer commercials on fifth and sixth grade children (N=468), aged 10-13 years. Each child was interviewed in-person at his or her home. The findings indicated: (1) most children are frequently exposed to beer commercials on television; (2) children's skepticism of television beer commercials was significantly lower among those with the highest level of attention to the commercials; (3) children's beliefs about social aspects of beer consumption, and ritual aspects regarding beer consumption being cool and macho, were significantly related to their attention to beer commercials; (4) most children had moderate to high expectations to drink as an adult and higher drinking expectations were significantly related to exposure to beer commercials, recognition of commercials, recall of the brands advertised, and beliefs about the positive social and ritual use of beer; (5) boys were much more likely than girls to recognize televized beer commercials and to have positive beliefs about beer consumption; (6) boys were significantly more likely to believe that beer commericals "tell the truth" while girls were more likely to believe that beer advertising "tries to get kids to drink;" and (7) boys were significantly more likely than girls to expect to drink when they become adults. (BHK)

NOTE - 129p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - *Child Abuse; *Child Neglect; *Family Violence; High Schools; High School Students; Junior High Schools; Junior High School Students; *Prevention; Sexual Abuse

This curriculum guide for junior and senior high child abuse prevention programs is designed for flexibility. Part 1, the introduction, discusses the goals and objectives for using the material, including designing presentations and assessing the needs of students. Part 2 provides a framework for presentations including examples of a 1-day and 5-day presentation. In part 3 background information is given for teachers regarding the dynamics of adolescent abuse and teaching abused adolescents in the classroom. Part 4 presents general facts about adolescent child abuse. Definitions and examples are given for physical, sexual, and emotional abuse, as well as neglect. Part 5 consists of several case stories, and part 6 discusses factors that contribute to abuse. These include: power imbalance, the home situation and society's influence. Activities are included for illustrating each of these factors. Part 7, prevention skills, contains activities and role plays. The activities are intended to build skills in the following areas: trusting your feelings; being aware of your behavior; asserting your rights; developing self-respect and respect for others; defining assertion; handling emotions; and conflict resolution. Part 8 deals with crisis counseling and personal/community resources. Part 9, reporting abuse, provides the legal definition of child abuse and neglect. Indicators of possible adolescent child abuse and the reporting process are described. Resources and references are provided. (LLL)

ED 333 319 CG 023 475

Family Violence: An Overview.
National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
PUB DATE - Jan 91
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *Battered Women; *Child Abuse; *Child Neglect; *Elder Abuse; *Family Violence; Government Role; Siblings; Spouses

Family violence is a widespread problem; research has shown multiple factors are associated with family violence. Types of family violence include spouse abuse; elder abuse and neglect; child abuse and neglect; parent abuse; and sibling abuse. There are three types of spouse abuse: physical abuse, sexual violence, and psychological/emotional abuse. These often occur in combination, and although either partner may be the victim, most victims are women. Among the many factors that may contribute to the occurrence of spouse abuse are learned behavior, trial-and-error learning, and substance abuse. Abused and neglected elderly persons are among the most isolated victims of family violence. They are maltreated by their spouses, adult children, or other relatives. There are four types of elder abuse: physical, psychological/emotional, material exploitation, and violation of rights. Causes of elder abuse range from seemingly deliberate abuse of older persons by spouses and adult children, to unintentional cases of neglect related to the frailty of the older

PUB DATE - Jun 91
NOTE - 92p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; Foreign Countries; Intermediate Grades; Pilot Projects; *Reader Response; *Reader Text Relationship; Reading Processes; Reading Research
IDENTIFIERS - *Aesthetic Reading; Canada; Reading Theories

A pilot case study addressed how a reader engages aesthetically with text. The main thrust theoretically is from the notion that "there are possible worlds other than the one we inhabit." Four subjects were chosen out of a total of 63 subjects in grades four through six in an elementary school in Western Canada. Out of the four subjects, Bradley was chosen as the key informant for the study. He was interviewed for his views on reading, then read silently and responded to a series of questions. Bradley also read and responded to a number of pieces of his own writing. An examination of Bradley's responses revealed that it is the reader's stance which is crucial in allowing the reader access to the possible world of the text. Stance is reflected in the reader's ability to be tentative and open minded. Stance markers include the reader's use of modal auxiliaries in their talk about possible worlds. Readers' ability to talk eloquently about the journey is a reflection of their sense of involvement. Through their encounters with these "possible worlds," readers transform and are transformed by "the ordinary and conventionally given" world of the text. (Two tables are included nd 35 references are attached.) (Author/RS)

ED 333 341 CS 010 598

Stratton, Beverly D.; Grindler, Martha C.
SMILE: Using Photography To Enhance Reading/Writing Instruction.
PUB DATE - 8 May 91
NOTE - 9p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Elementary Education; Higher Education; *Language Experience Approach; *Photography; Program Descriptions; *Reading Instruction; Undergraduate Students; *Word Processing; *Writing Instruction
IDENTIFIERS - Childrens Writing

The Apple/Polaroid Language Experience Approach is an extension of the language experience approach which combines photography (a form of communication) and word processing skills. It is considered a holistic approach because it is based on the whole language model of teaching literacy which develops reading skills naturally through the meaningful, functional use of language. Working with a college tutor, elementary students take some photographs that are then made into a book about themselves. The approach offers something for all students regardless of the mode(s) through which they learn best since all modes are incorporated. Learners use: (1) auditory mode when stories are read aloud and/or when a speech synthesizer is used; (2) the kinesthetic (motor) and tactile (touch) mode when they write and type the stories; and (3) the visual mode with photographs and when they read the stories. Motivation is provided through the use of photographs and word processing via the computer. Comprehension is built-in since the natural language of the learner is used.

PUB DATE - 91
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Independent Reading; Junior High Schools; *Junior High School Students; Learning Activities; *Parent Child Relationship; Parent Influence; *Reading Attitudes; Reading Habits; *Recreational Reading; Supplementary Reading Materials
IDENTIFIERS - *Reading Motivation

This booklet shares ideas, guidelines, and suggestions to help parents of junior high school students help their children read more and derive more pleasure from reading. The booklet focuses on the "why's" and "how to's" of two central issues in promoting reading for pleasure: supplying a wide variety of interesting reading materials, and making time to read. Following an introduction and a section on how to use the booklet, the booklet is composed of five sections: (1) "Why Reading for Pleasure Is Important"; (2) "General Guidelines for Parents"; (3) "Finding Time"; (4) "Gathering a Variety of Interesting Materials"; and (5) "Encouraging Reading for Pleasure: It's Worth the Effort." Lists of sources for parent's reading and of resources for parents from the International Reading Association conclude the booklet. (SR)

ED 333 363 CS 010 621

Ediger, Marlow
Philosophy of Reading Instruction.
PUB DATE - 91
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Educational Strategies; Elementary Education; *Instructional Design; Instructional Effectiveness; *Reading Instruction; Reading Teachers; Student Needs; Teaching Methods
IDENTIFIERS - Reading Management

Reading teachers need to provide for individual differences so that each pupil might attain optimally. Methods of teaching reading should be varied and thus reflect diverse philosophies of instruction. These philosophies should be analyzed and used to guide optimal pupil achievement. A philosophy of phoneme/grapheme relationships should be emphasized as needed to guide learners to identify unknown words. A patterns philosophy should be emphasized for learners who might benefit from structure and order in studying words, sentences, and paragraphs. A library book's philosophy should be utilized where learners desire holism and benefit from reading entire stories and poems. Diacritical marking systems philosophies may be emphasized in initial reading instruction for those who need guidance to deal with irregular spelling of words, such as irregularity in silent letters, combinations of letters making a single sound, and/or long vowel sounds. The use of special alphabet systems, such as the Initial Teaching Alphabet (ITA), in teaching reading is not recommended. Basal readers should be used to provide for the needs and interests of individual pupils, rather than to teach all students. (SR)

ED 333 364 CS 010 622

656-705. Some material in this packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Adolescents; Books; *Content Area Reading; Distance Education; Higher Education; Inservice Teacher Education; *Low Achievement; Newspapers; Periodicals; *Reading Improvement; *Remedial Reading; Secondary Education; Secondary School Students; *Student Motivation; *Supplementary Reading Materials
IDENTIFIERS - Reading Motivation

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on motivating low performing students is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 389 CS 212 678

Compton, Joe; Smith, Carl, Comp.
Television Viewing and Reading. Learning Package No. 23.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 42p.; For other learning packages in this series, see CS 212 656-705. Some material in this packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Distance Education; *Educational Television; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Reading Achievement; *Reading Attitudes; *Reading Habits; *Reading Skills; Recreational Reading; *Television Viewing
IDENTIFIERS - Closed Captioned Television

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on television viewing and reading is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 390 CS 212 679

Collins, Norma; Smith, Carl, Comp.
Reader Response Theory and Related Instructional Strategies. Learning Package No. 24.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 44p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

Education; *Language Arts; *Literature Appreciation; Reader Response; *Reading Instruction; Student Motivation; Teacher Role
IDENTIFIERS - *Reading Motivation; Response to Literature; Writing about Literature

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on appreciating literature is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 416 CS 212 705

Kelly, Dawn, Comp.; Smith, Carl, Ed.
Writing across the Curriculum. Learning Package No. 50.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 39p.; For other learning packages in this series, see CS 212 656-704.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Interdisciplinary Approach; *Writing Across the Curriculum; Writing Evaluation; Writing Improvement
IDENTIFIERS - *Process Approach (Writing); Writing Development; *Writing to Learn

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on writing across the curriculum is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 417 CS 212 842

Matz, Karl A.
The Child as Author: Insights into Acts of Meaning.
PUB DATE - 4 Oct 90
NOTE - 35p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (8th, October 4, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Elementary Education; *Elementary School Students; *Student Attitudes; *Student Writing Models; Teacher Role; Writing Assignments; *Writing Attitudes; *Writing Instruction; *Writing Research
IDENTIFIERS - *Childrens Writing; University of North Dakota

The University of North Dakota possesses an archive containing the schoolwork, writings, and artworks of 32 children. In a study, all of the fiction and poetry of three of the children were gathered, as were teachers' descriptive records and examples of the assign an absolute scale of values to the features that affect message processing. (Nineteen references are attached.) (SG)

ED 333 437 CS 212 878

Elam, Helen
The Difficulty of Reading. Report Series 4.4.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Cognitive Psychology; *Critical Reading; *Critical Theory; Difficulty Level; *Educational Theories; Elementary Secondary Education; Epistemology; Higher Education; Literacy; *Poetry
IDENTIFIERS - Aesthetic Reading; Reading Theories

American education has long equated reading with the narrower notion of literacy. Such an approach bypasses the concept of "difficulty," or the placing of ideas into question. The educational system has resisted adoption of a broader view of reading, because: (1) anything difficult is viewed as elitist and undemocratic; and (2) the concept of "difficulty" arises from such "alien" disciplines as philosophy and psychoanalysis. The idea of reading as an interpretive activity removes the interdisciplinary boundaries. Poetry, for example, inhabits a space where logic and clarity do not hold sway, where language opens up strange paths that defy all intellectual classifications and attempts at possession. Radical questioning of the legitimacy of knowledge and the function of the university has been resisted by both academia and marginalized groups. Problematization, or the bringing of an issue to difficulty, defers solution and closure. Traditional feminist and minority discourse become the representation of the culture, without either "literature" or "culture" being put into question. Newer approaches to criticism reject the possibility of metatheory which classifies the "whole" from a privileged point of view and identifies reading with estrangement and difficulty. If the work of theory is the problematizing of reading, theory stands in opposition to the institution. Theory ultimately puts the institution's role, organization, and relation to knowledge into question. While the sciences fit in well in the academy, the humanities' role is to problematize method and engage the classroom and the university in difficulty. (Twenty-two references are attached.) (SG)

ED 333 438 CS 212 879

Hansson, Gunnar
Reading and Understanding Literature. Report Series 4.5.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Difficulty Level; *Emotional Response; Foreign

NOTE - 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classical Literature; *Ethical Instruction; Ethics; Higher Education; Moral Values; *Persuasive Discourse; *Rhetorical Criticism; *Teacher Role; Teacher Student Relationship; *Writing Teachers
IDENTIFIERS - *Classical Rhetoric

The classical concept of "ethos" (the establishing of the speaker or writer's credibility, his or her moral character) has acquired many meanings over the centuries and has played an important role in determining the many shifting perceptions of the teacher's role, both in the classical period and the modern period. The issue can be reduced to this one classical concept, and the dialectic pair that overshadows it--philosopher and moderator. A moderator may be seen as a teacher who monitors students' acquisition of persuasive skills, without concern for the moral implications of the students' use of the material or techniques they are being taught. A philosopher teaches rhetorical skills, but also supplies students with a moral model, and teaches the truth. The original dichotomy between the role of the teacher as philosopher or moderator began with the schism that developed between the followers of Socrates, perhaps the original philosophical educator, and Gorgias, who is often portrayed as the penultimate sophist. The views of Plato, Gorgias, Isocrates, Aristotle, Cicero, and Quintilian illustrate a range of opinions regarding this issue. The voices of current theorists convey equally strong opinions concerning the writing teacher's role. All teachers have their own ethos and only they can determine what ethical stance is best for them. But it is a position that must be questioned rather than blindly acquired. (SR)

ED 333 458 CS 212 904

Hatch, Gary
Reviving the Rodential Model for Composition: Robert Zoellner's Alternative to Flower and Hayes.
PUB DATE - Mar 91
NOTE - 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cognitive Processes; Cognitive Psychology; Higher Education; *Models; Research Methodology; *Writing (Composition); Writing Instruction; *Writing Processes
IDENTIFIERS - Behavioral Psychology; Cognitive Process Theory of Writing; *Composition Theory; Talk Write Method; Writing Thinking Relationship; *Zoellner (Robert)

The time has come to re-evaluate the metaphors used when people think about composition. Such a re-evaluation is under way and may affect composition theory, research models, and classroom practice well into the future. Robert Zoellner rejected the prevailing metaphor for teaching writing which equates the act of thinking with the act of writing. Instead, he proposed a metaphor that treats writing as a form of behavior, and developed a pedagogy based on this theoretical model, finding the "rodential" model of the behavioral psychologists consonant with his assumptions. Linda numerous books, kits, guides, and journal articles, the activities in the handbook were selected because they are supportive of the purposes of language arts education. Applications of activities for writing, literature, and speech are included. (RS)

ED 333 477 CS 212 926

Newspaper in Education: A Guide for Weekly Newspapers.
American Newspaper Publishers Association Foundation, Washington, D.C.
SPONS. AGENCY - National Newspaper Association, Washington, DC.; Southwest Regional Lab., Los Alamitos, CA.
PUB DATE - 91
NOTE - 31p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Class Activities; Elementary Secondary Education; Health Education; *Language Arts; *Mathematical Enrichment; *Newspapers; Safety; School Community Relationship; Science Instruction; *Social Studies
IDENTIFIERS - *Newspaper in Education Program; *Weekly Newspapers

This guide presents activities which use local community newspapers in elementary and secondary classrooms in specific curriculum areas. Following a preface and introduction which describe the Newspaper in Education Program and the particular strengths of the weekly newspaper in the classroom, the guide briefly discusses (from the point of view of the publisher) how to get such a program started and how to budget for it. The guide then presents class activities in five sections: (1) About Your Newspaper; (2) Language Arts; (3) Social Studies; (4) Mathematics; and (5) Science, Health, and Safety. (SR)

ED 333 478 CS 212 927

Hines, Judith D.
The Next Step: Toward Diversity in the Newspaper Business.
American Newspaper Publishers Association Foundation, Washington, D.C.; National Newspaper Foundation, Washington, DC.
PUB DATE - 91
NOTE - 37p.; Photographs may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - General (140)
DESCRIPTORS - *Cross Cultural Training; Cultural Awareness; *Employer Employee Relationship; *Employment Practices; Higher Education; Journalism; *Minority Groups; Multicultural Education; *Newspapers; *Personnel Management; Professional Training; Secondary Education
IDENTIFIERS - Recruiter Role

This booklet presents solutions to one of the major problems facing the United States newspaper industry: the persistently low representation of minorities on staffs and in management. Following an introduction, the booklet is in eight sections: (1) Retaining and Promoting Minority Employees; (2) Valuing and Managing Diversity; (3) Newspaper Content; (4) Networking; (5) Recruiting; (6) Starting Early...Very Early (models for interesting younger students in newspapering); (7) Check It Out! (examples of ongoing actions, programs, and policies at individual newspapers or groups that are making a difference); and (8) We Can

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; Classroom Communication; Communication Research; Conflict Resolution; Higher Education; *Individual Differences; *Interpersonal Communication; *Personality Traits; *Student Characteristics; Student Participation; Undergraduate Students
IDENTIFIERS - Eysenck Psychoticism Scale; Willingness to Communicate

A study explored the extent to which preexisting characteristics influenced a student's performance in class by examining students' "willingness to communicate," "conflict mode," and general personality traits. Sixty-five male and 160 female undergraduate students at an eastern university participated in the study. The sample represented the actual distribution of males and females in all sections of the introductory course in interpersonal communication. Students completed the Willingness to Communicate Scale, the Thomas-Kilmann Conflict Mode Instrument, and Eysenck Psychoticism Questionnaire. Results indicated that psychoticism correlated negatively with final grades, and that both collaborating and compromising modes of conflict resolution correlated positively with final grades. (Two tables of data are included, and 16 references are attached.) (PRA)

ED 333 501 CS 507 480

Spicer, Karin-Leigh; And Others
Strategies To Improve Student Communication Skills in the Medium-Size College Classroom.
PUB DATE - 91
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Classroom Communication; Classroom Techniques; *Communication Apprehension; Communication Research; *Communication Skills; *Discussion (Teaching Technique); Higher Education; Teacher Behavior; Undergraduate Students
IDENTIFIERS - *Communication Strategies; *Interactive Communication; Structural Communication; Structural Learning

A study explored the relation between students' participation in class discussions and strategies used by instructors to overcome communication apprehension. The study to examined the impact of an interactional teaching style and specific structural exercises on students' perceptions of their classroom participation. Fifty-six undergraduate students enrolled in a social problems course participated in the study. At the end of the course students completed four-page questionnaires assessing their participation and perceived changes in their communication skills. Results indicated that while the students expressed changes in their communication skills and comprehension of a course topic as a result of their class participation, their perceived participation in class discussions was related significantly to communication apprehension. The teacher's interactional style and the structured course exercises had no significant impact on class participation. Findings suggest the importance of communication apprehension in the college classroom environment, but do not clearly reveal the roles of the teacher and the course structure. It may be that alternative strategies need to be designed to reduce communication apprehension, and that those strategies might be more effective within the family environment. (Three tables of data are included, and 19 references are attached.) (PRA)

ED 333 502 CS 507 482

Social Change via People's Theater.
PUB DATE - May 91
NOTE - 31p.; Paper presented at the Annual Meeting of the International Communication Association, (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Audience Response; *Community Education; Higher Education; *Social Change; *Social Influences; *Social Theories; *Theater Arts
IDENTIFIERS - Freire (Paulo); Gramsci (Antonio); *Theater for Development; *Theater History; Theater Research; Third World

This paper attempts to develop a theoretical framework to better understand the role of people's theater in bringing about social change. First, the paper provides a historical perspective on how people's theater evolved in Europe and the United States. The paper then investigates the rise of people's theater in such Latin American countries as Nicaragua and Mexico, and in the Asian nations of the Philippines and India. A theoretical framework for the role of people's theater in social change is developed in the paper, using A. Gramsci's idea of subalternity, P. Freire's concept of "conscientization", J. L. Moreno's notion of "socio-drama," and A. Boal's concept of "poetics of the oppressed." The paper provides theoretical signposts to serve at nodal points for further scholarly discussion and study on people's theater. Three tables are included; 31 references are attached. (Author/PRA)

ED 333 522 CS 507 505

Basil, Michael D.
Time and Process in Message Processing Literature.
PUB DATE - May 91
NOTE - 38p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Communication Research; Higher Education; *Research Methodology; *Research Problems; *Time
IDENTIFIERS - Literature; *Message Processing

Message processing literature could conceptualize process in one of two distinct ways: a single over-time process as described by J. N. Cappella, versus several processes as described by D. K. Berlo. An examination of literature finds that theories are based on both forms of these over-time processes. However, operationalization rarely measures either type of process over time. That is, process approaches are more common in theory than in measurement. A breakdown of the dimensions of time appropriate to over-time research yields five specific dimensions: (1) the time-frame of the study; (2) the time-lag over which effects are measured; (3) the duration of the independent variable; (4) the duration of the dependent variable; and (5) the effect span. In order to improve scholarly research attempts at exploring over-time processes, the two distinct theories of process should be carefully considered, and these time-based dimensions should be carefully used. (Three figures and four tables of data are included; 193 references and four appendixes are attached.) (Author/SR)

ED 333 523 EA 022 252

accurately reflect performance expectations in actual principal selection. Two figures are included. Appendices include a description of the studies, categorization of study types, and variables in the meta-analytic model. (38 references) (LMI)

ED 333 541   EA 023 036

Seeley, David S.
Brother Can You Paradigm? Finding a Banner around Which To Rally in Restructuring Schools.
PUB DATE - Apr 91
NOTE - 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Change Strategies; Collegiality; *Educational Change; *Educational Cooperation; Educational Objectives; Educational Trends; Elementary Secondary Education; *Models; Participative Decision Making; Perspective Taking; Resistance to Change; School Choice; *School Restructuring

After clarifying the meaning of restructuring through an analysis of the current educational paradigm, this document begins by differentiating between educational reform and restructuring and, similarly, between educational evolution and revolution. Paradigms are defined along with Kuhn's (1962) concept of the "paradigm shift." Clarifying, justifying, and implementing educational paradigm shifts are discussed as well as ways to expedite the shifting process. Next, the origin, nature, potential, and shortcomings of four proposed paradigm shifts in public education are described: (1) a voucher proposal involving a shift from a governmental or delegation model to a market system; (2) a "deschooling" paradigm that involves moving education outside public school buildings; (3) a results paradigm that holds outcomes, rather than process, to be crucial; and (4) a shift from educational bureaucracy to collaboration. The need for a common educational vision or "banner around which to rally" is discussed, with collaboration presented as a necessary component of any new paradigm. Last, the trend toward a paradigm that emphasizes providing success for all over separating winners from losers is reviewed, and the interrelated moves toward partnership and success for all are described as a dual paradigm shift. (22 references) (CLA)

ED 333 542   EA 023 037

Veir, Carole
Managing Students: Techniques for Preventing Off-Task Behavior. A Staff Development/Inservice Training Packet Based upon the Texas Teacher Appraisal (TTAS).
PUB DATE - Oct 89
NOTE - 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classroom Techniques; *Discipline Problems; Elementary Education; Group Instruction; *Inservice Teacher Education; *Physical Education Teachers; *Student Behavior; Teacher Evaluation; Teacher Workshops; Time Management; *Time on Task
IDENTIFIERS - *Round Rock Independent School District TX

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Aptitude Treatment Interaction; *Classroom Environment; Classroom Techniques; Elementary Secondary Education; *Inservice Teacher Education; Learning Motivation; Professional Education; Self Fulfilling Prophecies; *Slow Learners; Staff Development; Student Characteristics; Student Development; *Student Motivation; Student Needs; Student Participation; *Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS - *Texas Teacher Appraisal System

To create a supportive environment for the slow and reluctant learner teachers must solicit student responses, provide proximity, positively reinforce answers, provide time to respond, and give corrective feedback. This document describes inservice training designed to help teachers improve their ability to maintain a supportive learning environment. Emphasis is given to encouraging slow and reluctant students, an aspect of Criterion 9 of the Texas Teacher Appraisal System (TTAS), an instrument that establishes expectations for teacher performance by assessing a variety of performance indicators. Following a review of existing literature and research on teacher interaction with slow students, the self-fulfilling prophecy theory, and techniques proven to increase the performance of slow students, the following aspects of the inservice are discussed: (1) alternatives for solving the problem; (2) time required; (3) costs; (4) performance goals for teachers and students; (5) organizational context; (6) delivery system and techniques; (7) governance structure; and (8) inservice evaluation. Appended are materials used for the oral presentation of Criterion 9; an agenda; suggestions to teachers; response sheets; definitions; student morale boosters; and lists of positive expressions, negative expressions, and 99 praise phrases. (12 references) (CLA)

ED 333 563   EA 023 071

Dellar, Graham B.; Giddings, Geoffrey J.
School Organizational Climate and School Improvement.
PUB DATE - Apr 91
NOTE - 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Educational Environment; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Institutional Characteristics; Measurement Objectives; *Measurement Techniques; *Organizational Climate; *Rating Scales; Scaling; School Effectiveness; *School Organization
IDENTIFIERS - Australia (Western Australia)

The refinement and application of the School Organizational Climate Questionnaire (SOCQ), an instrument for measuring organizational climate, is described in this report. The instrument is a mechanism by which schools can direct their school improvement efforts. In two case studies, a small urban elementary and a large urban secondary school utilized a school improvement process that involved assessment, feedback, discussion and reflection, and development of school improvement strategies. Findings indicate that the data obtained from the instrument are useful in determining school readiness prior to initiative implementation and in assessing and targeting specific aspects of school climate.

detail. Of the instruments, three were developed for the study and four were derived from the literature. Instruments included: (1) value orientation; (2) problem-solving orientation; (3) worries; (4) least preferred coworker; (5) the Ghiselli Self-Description Inventory; (6) role components; and (7) personal profile. Purposes of the pencil and paper battery were to generate quantitative data for hypothesis testing, improve triangulation, and control background variables. No significant relationship was found to exist between experience and professional orientation or between expertise and experience in the principalship. Complex relationships among personality variables and problem-solving behaviors were identified. A conclusion is that differences in problem-solving approaches may be due to differences in principal certification requirements. An implication is that if on-the-job experience does not necessarily contribute to expertise, the validity of mentoring and internship training programs is called into question. Seven tables are included. (7 references) (LMI)

ED 333 584 EA 023 102

Barnes, Susan; Stewart, Jane
A Study of an Alternative High School: Focus, Features and Impact.
PUB DATE - 91
NOTE - 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Study funded by the Texas Education Agency.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Context Effect; *Dropout Programs; *Educational Innovation; *High Risk Students; High Schools; *Nontraditional Education; Program Evaluation; Self Esteem; *Student Attitudes
IDENTIFIERS - *PRIDE Center TX; *San Marcos Independent School District TX

This paper describes a study of an alternative, innovative high school designed to serve at-risk students and dropouts returning to public school. The PRIDE (Positive Responsible Individuals Desiring Education) Center, located in San Marcos (Texas) Consolidated Independent School District, opened in September 1989. The center's program includes innovations in discipline, instructional programming, pacing, schedule flexibility, admittance procedures, and student support services. In this study, qualitative and quantitative data (from interviews, the Culture-free Self Esteem Inventory for Adults, observations, and school documents) were collected to document student and staff characteristics, features of the alternative program, and changes in students' attitudes, behaviors, and academic success as they attend the alternative program. Results showed that school context variables associated with at-risk students were found in the PRIDE Center school students. Students clearly felt part of a family of learners, supported and accepted by faculty and other students. Faculty like and respect each student to an extent not usually experienced in public schools. PRIDE students also exhibited changes in school performance/attitude variables. Students seem to understand their work better because teachers explain more and students work at their own pace and have more desire to learn. (16 references) (MLH)

ED 333 585 EA 023 104

AIDS: Preparing Your School and Community.
Canadian Association of Principals, Ottawa (Ontario).
PUB DATE - Apr 91

DESCRIPTORS - *American Indians; Cancer; Diabetes; *Disabilities; Disease Incidence; *Diseases; Epidemiology; Etiology; Hearing Impairments; Heart Disorders; Medical Services; Occupational Diseases; *Rehabilitation; Visual Impairments
IDENTIFIERS - Fetal Alcohol Syndrome; *Native Americans; Otitis Media

This annotated bibliography, part of a series of bibliographies on rehabilitation of Native Americans who are disabled, focuses on diseases and other medical issues related to disabilities. The bibliography lists and describes a total of 77 books, dissertations, conference proceedings, journal articles, and reports issued between 1967 and 1985. Entries are presented alphabetically by author. (JDD)

ED 333 607   EC 300 358

Lonetree, Georgia L.
Service, Resource and Training Needs of American Indian Vocational Rehabilitation Projects.
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 15 Nov 89
NOTE - 133p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Alaska Natives; *American Indians; Delivery Systems; *Disabilities; Human Services; Inservice Education; *Needs Assessment; Resources; Technical Assistance; *Training; Vocational Rehabilitation

This study sought to identify resources available and training/technical assistance needs of personnel employed by projects serving American Indians and Alaska Natives under the provisions of Section 130 of the Rehabilitation Act. Section 130 authorizes funding of vocational rehabilitation service grants to the governing bodies of Indian tribes on federal and state reservations. A survey of 19 project directors and 45 project staff gathered information concerning characteristics of project directors and staff, population and service jurisdiction, tribal affiliations, clients served, employment opportunities, referral sources, disabilities served, services rendered, and training and technical assistance. Among the results were the following: (1) disabling conditions most often reported were, in rank order, alcoholism, "other" disabilities, orthopedic/musculoskeletal, mental retardation, learning disabilities, spinal cord injury, mental illness, and arthritis; (2) the most provided types of services were personal counseling, vocational counseling, vocational evaluations, and psychological testing; (3) the top training need identified by project directors was the Individualized Written Rehabilitation Plan and the top training need identified by staff was medical aspects of disabilities; and (4) the top technical assistance need identified by directors was job placement and identified by staff was confidentiality. Appendices contain data supporting the report's findings and survey forms. (15 references) (JDD)

ED 333 608   EC 300 359

Goodluck, Charlotte Tsoi
Utilization of Genograms and Eco-Maps To Assess American Indian

Families Who Have a Member with a Disability.

*Open Universities; *Student Characteristics; *Undergraduate Students; Undergraduate Study
IDENTIFIERS - *Open University (Great Britain)

This document contains an analysis of demographic information on Open University students from 1971 to 1987. Three sections analyze the characteristics of the following: (1) finally registered new students (1971-1987); (2) finally registered associate students (1975-1987); and (3) finally registered associate short course students (1984-1987). The analyses concentrate on the region, sex, age, occupation, and educational qualifications of the students. Supporting data are presented in statistical tables found in an appendix. Tables 1a-1d present data on new undergraduates by region, age and sex, occupation, and educational qualifications. Tables 2a-2d present data on associate students by region, age and sex, occupation, and educational qualifications. Tables 3a-3e present data on associate short course students by region, age, sex, occupation, and educational qualifications. Tables 4a-4d show total undergraduates by region, sex, occupation, and educational qualifications. Tables 5a-5e show bachelor of arts graduates by region, sex and age, occupation, educational qualifications, and year of entry. Tables 6a-6f depict honors graduates by region, sex and age, occupation, educational qualifications, year of entry, and classification. Tables 7a-7d show disabled undergraduates by region, sex and age, occupation, and educational qualifications. (YLB)

ED 333 102 CE 057 311

Nolen, Lori
Economic Development through Youth. A Program for Schools and Communities. Manual.
Florida High Technology and Industry Council, Tallahassee.
SPONS. AGENCY - Economic Development Administration (DOC), Washington, D.C.
PUB DATE - 91
NOTE - 53p.; A paper based on the manual was presented at the Economic Development through Youth Conference (Tampa, FL, March 12, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Business; Business Administration; Business Education; Community Development; Community Education; Community Organizations; Consumer Education; Cooperative Programs; Coordination; Corporate Support; *Economic Development; Economics Education; *Entrepreneurship; Extracurricular Activities; Models; *Program Development; *School Business Relationship; Secondary Education; Self Employment; Small Businesses; *Student Organizations; Student Participation; *Youth Programs
IDENTIFIERS - Chambers of Commerce; Florida; *Student Chambers of Commerce

This manual is designed to help teachers, businesses, Chambers of Commerce, and students start their own economic development activities and youth ventures. It describes a two-step plan to economic development through youth: development of an in-school student chamber of commerce program and development of a youth-owned venture. The first part of the manual explains how to start an in-school student chamber of commerce program. Entrepreneurship is the first topic covered. The following pages document success stories of young entrepreneurs. The next section discusses the involvement of business people, educators, chambers of commerce, and students; their roles; and benefits of

Practices; *Entry Workers; Foreign Countries; *Job Training; Labor Market; Labor Problems; Nontraditional Occupations; Personnel Policy; Personnel Selection; Postsecondary Education; *Recruitment; Sex Fairness; *Unemployment; *Youth; *Youth Employment
IDENTIFIERS - *France

Over the past 15 years, the level of initial training among French youth has shown a rapid rise, with one of the highest rates of full-time school attendance in Europe. This sharp increase in school attendance clearly improves the training capital. In their hiring policies, employers have become more and more selective, with the result that inequalities among young people are reinforced. During the economic slowdown, the general unemployment trend and transformations of the productive system accentuated the difficulties of entry into the labor market among the least-trained young people. However, the employment recovery has not stemmed the rise of precariousness, that is, alternating periods of unemployment, short-term employment, and return to unemployment. Youth with higher degrees appear to be little affected by the crisis. Young men graduate in great numbers with manufacturing specializations, whereas young women are concentrated in service training. Therefore, the advantages of manufacturing training tends to reinforce gender differentials. After industrial training, youths experience problems of job quality. After training in the service sector, youths face frequent periods of unemployment. To improve the conditions of entry into the labor market for young people, French employers will have to increase their recruitment of the youth population. (YLB)

ED 333 122 CE 058 065

Askov, Eunice N.; Clark, Cindy Jo
Index of Workplace & Adult Basic Skills Software.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
PUB DATE - 89
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - General (130)
DESCRIPTORS - Adult Basic Education; Adult Literacy; Adults; *Basic Skills; Computer Assisted Instruction; *Computer Software Reviews; *Courseware; *Daily Living Skills; Indexes
IDENTIFIERS - *Workplace Literacy

This index of workplace and adult basic skills computer software includes 108 listings. Each listing is described according to the following classifications: (1) teacher/tutor tools (customizable or mini-authoring systems); (2) assessment and skills; (3) content; (4) instruction method; (5) system requirements; and (6) name, address, and phone number of publisher/distributor. A list of the 37 publishers/distributors is included. There are eight assessment and skill categories: (1) math; (2) reading, decoding, and structural analysis; (3) reading and comprehension; (4) writing and grammar; (5) writing and composing; (6) vocabulary, spelling, and meaning; (7) problem solving; and (8) complete basic skills program. Content areas include general basic skills content, workplace basic skills, job-domain related, job search and career, and English as a Second Language. Instruction methods include drill and practice, tutorial, simulation, and games and puzzles. System requirements include Apple, IBM, Tandy, Commodore, TRS-80, and Macintosh. (NLA)

ED 333 123 CE 058 068

ED 333 141 CE 058 115

Molek, Carol
Special Delivery Systems. Final Report.
TIU Adult Education and Job Training Center, Lewistown, PA.
SPONS. AGENCY - Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE - 25 Jun 90
NOTE - 113p.; Project no. 98-0039. For the actual self-esteem building exercises developed by this project see CE 058 116.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Adult Basic Education; *Adult Learning; Cognitive Style; *Curriculum Development; Dropout Prevention; Educational Environment; Individualized Instruction; *Learning Disabilities; Needs Assessment; Potential Dropouts; Psychological Needs; Remedial Instruction; *Remedial Programs; Screening Tests; Self Esteem; *Student Motivation

The Special Delivery Systems project developed a curriculum for students with learning disabilities (LD) in an adult basic education program. The curriculum was designed to assist and motivate the students in the educational process. Fourteen students with LD were recruited and screened. The curriculum addressed varied learning styles combined with the appropriate learning setting and self-esteem instruction, stress management, and communication and assertiveness skill training. The cognitive component of the Special Delivery Systems curriculum included adaptation for listening skills deficiencies, visual deficiencies, and attention deficits. Measurement of program success was based on the completed curriculum, written test results, and completed individualized education plans for students. (A bibliography lists 18 LD resources. These appendixes are attached to the 16-page report: student intake form; individualized enrollment plan; screening tool and example; screening procedure; permission form and example; Slosson Oral Reading Test (SORT); SORT lists for distractable clients; Barsch learning style inventory; Torrance brain dominance analysis; psychological evaluations; client contact form; LD status report and example; educational counseling service screening; LD reading strategies; LD behaviors list; information on auditory and visual dyslexia; and informative handouts from an LD seminar.) (YLB)

ED 333 142 CE 058 116

Molek, Carol
Special Delivery Systems. Self-Esteem Exercises. Learning Disabilities Curriculum.
TIU Adult Education and Job Training Center, Lewistown, PA.
SPONS. AGENCY - Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE - 25 Jun 90
NOTE - 233p.; Project no. 98-0039. These exercises are essentially an appendix to the project final report, see CE 058 115.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Adult Basic Education; Classroom Techniques; Curriculum; Curriculum Guides; Decision Making; Individualized Instruction; Instructional Materials; Language Arts; Learning

meanings inferred by individuals at varying levels of learning as they sought to interpret and resolve housing selection problems. These findings suggest that reasoning develops in a stage or phase progression of acquiring specific knowledge about a subject matter, followed by the ability to associate meaning with facts, and finally reasoning about the results of actions and the testing of consequences of these actions. The theory of phases of reasoning has direct implications for housing program design and instruction. Instruction could incorporate housing selection activities that allow for predicting consequences of varied alternatives as a means for developing and practicing reasoning abilities. (20 references) (Author/KC)

ED 333 161 CE 058 158

Bhola, H. S.
Evaluating "Literacy for Development" Projects, Programs and Campaigns. Evaluation Planning, Design and Implementation, and Utilization of Evaluation Results. UIE Handbooks and Reference Books 3.
German Foundation for International Development (DSE), Bonn (Germany).; United Nations Educational, Scientific, and Cultural Organization, Hamburg (Germany). Inst. for Education.
PUB DATE - 90
NOTE - 312p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Administration; Adult Basic Education; Adult Literacy; Developing Nations; Economic Development; *Evaluation Methods; Evaluation Utilization; Evaluators; Foreign Countries; *Literacy Education; *Management Information Systems; *Naturalistic Observation; Planning; Program Evaluation; Proposal Writing; Qualitative Research; Statistical Analysis; Technical Writing; Training
IDENTIFIERS - *Naturalistic Evaluation; *Rationalistic Evaluation

This book presents a comprehensive treatment of the subject of evaluation as applied to literacy programs, covering evaluation theory, planning, and practice. Part I discusses questions of definition, context, objectives, and functions of evaluation and presents descriptions and analyses of evaluation paradigms and models. In Part II, the interrelated processes of evaluation planning and management are discussed, and evaluation planning and management approaches are explained and demonstrated. Parts III, IV, and V focus on the three components of the evaluation management approach discussed in Part II: management information systems (MIS), naturalistic evaluation (NE), and rationalistic evaluation (RE). Chapters in these parts cover: (1) theory, questions, and design of an MIS, NE, or RE; (2) writing a proposal for an MIS or for an evaluation study in the naturalistic or rationalistic mode; (3) tools and techniques of the three approaches; and (4) writing periodical and special reports. Part VI discusses the politics of evaluation, the need to establish evaluation standards for meta-evaluations, and the related question of evaluators' training. A glossary is appended. (YLB)

ED 333 162 CE 058 159

Why Literacy for Women.
Asian Cultural Centre for UNESCO, Tokyo (Japan).
PUB DATE - 91

education; adult basic education students in Bozeman, Montana; adult basic education faculty and students in Ayer, Massachusetts; graduate students in adult and technological education in Knoxville, Tennessee; staff of a community college from California; and 100 randomly selected individuals in Washington, D.C. In all, 136 usable surveys were returned. Participants completed up to four instruments in three administrations. Instruments used were the Physical Environment Survey (PES), Oddi Continuing Learning Inventory (OCLI), and Environmental Response Inventory (ERI). Mean adaptive response scores were calculated for males and females. Respondents were divided into four age groupings: those born before 1940, those born between 1940 and 1949, those born between 1950 and 1959, and those born after 1960. Mean adaptive response scores were calculated for each age group. T tests showed no significant difference between genders or among the four age groups on the PES. Analysis of the scores on the OCLI and the PES for the graduate students showed no correlation. Variability was found in the responses of individuals on the PES. Neither variable was significant in determining if an individual was primarily adaptive or adoptive in dealing with the physical environment. (The PES is appended.) (YLB)

ED 333 182 CE 058 206

Culinary Occupations. Instructional Materials Committee Recommendations Report.
Louisiana State Technical Resource Center, Natchitoches.
PUB DATE - Feb 91
NOTE - 72p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Bakery Industry; *Cooks; Dietetics; Dietitians; Dining Facilities; Food; Food Processing Occupations; *Food Service; Home Economics Education; Home Economics Skills; *Instructional Materials; Job Search Methods; Meat; *Occupational Home Economics; Postsecondary Education; Secondary Education; Waiters and Waitresses
IDENTIFIERS - Meat Cutters

This resource listing contains those culinary occupations instructional materials given a rating of "highly recommended" or "recommended" by a committee of instructors. Titles are arranged alphabetically by title within each of the following Classification of Instructional Programs (CIP) categories: institutional management; personal services; education, other; food sciences and human nutrition, general; food/food sciences; dietetics/human nutritional services; food production, management, and services, general; baking; chef/cook; food catering; food service; job seeking/changing skills; meat cutting; general books, other; and additional materials. A total of 163 titles are provided: 24 in the "additional materials" category and 139 in the other CIP categories combined. Each entry contains the following information: title; catalog or CIP number; International Standard Book Number; author; publisher; year of publication; edition; medium (for example, three-ring binder, softcover, or videotape); subject(s); and rating. Publisher information is located in the last section. All listed materials are available for loan from the Louisiana Technical Resource Center except where otherwise noted. (YLB)

ED 333 183 CE 058 207

Friedenberg, Joan E.
A Model Program for Serving LEP Students. Facilitator's Guide.

site visits identified four components associated with effective workplace literacy projects: (1) active involvement by project partners, such as businesses and unions, in project planning, design, and operation; (2) active and ongoing employee involvement in conducting literacy task analyses and determining worker literacy levels; (3) systematic analysis of on-the-job literacy requirements; and (4) development of instructional materials related to literacy skills required on the job. Five recommendations to improve program effectiveness were offered: (1) require workplace literacy projects to collect data; (2) lengthen the grant period; (3) develop procedures for disseminating information about successful projects; (4) require projects to evaluate effectiveness; and (5) support development of instruments to assess participant literacy levels geared for the workplace. (Appendixes include 88 references and project data.) (YLB)

ED 333 200 CE 058 262

Sicherman, Nachum
Education and Occupational Mobility. Technical Paper No. 5.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Oct 89
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adults; *Career Change; Career Education; *Educational Benefits; Educational Status Comparison; *Education Work Relationship; Employment Experience; Employment Level; Occupational Aspiration; *Occupational Mobility; Persistence; *Promotion (Occupational); Tenure; *Wages

Reasons for occupational mobility are imperfect occupational matching, search, exogenous changes in the market or in the person, and movement along a career path. A positive or negative relationship between the level of schooling and occupational mobility depends on the type of mobility involved. Higher levels of schooling lead to careers comprised of a smaller number of occupations, thus reducing the probability of other types of mobility. This negative effect of schooling decreases with time in the labor market. Schooling also has a negative effect on the probability of upward mobility. However, when a control for the occupation of origin is performed, it is found that among workers in the same occupational group, the more educated are more likely to move up. The schooling effect is much stronger on intra-firm career mobility ("promotion") than on inter-firm career mobility. Given job turnover, more educated workers are also more likely to move up. This observation is partially explained by the fact that among those who leave the firm, the ratio of quits to layoffs increases with the level of schooling and also by the fact that among workers who are laid off, the more educated are more likely to move up. In addition, if the returns to schooling (in terms of wages) are lower while working in a specific occupation, the effect of schooling on the probability of being promoted from that occupation will be higher. (17 references) (Author/YLB)

ED 333 201 CE 058 263

Mincer, Jacob
Job Training: Costs, Returns, and Wage Profiles. Technical Paper No. 12.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY - National Science Foundation, Washington, D.C.;

PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Access to Education; *Admission Criteria; Articulation (Education); *Associate Degrees; Definitions; Developed Nations; Dropout Prevention; Foreign Countries; *Open Universities; *School Holding Power; Student Attrition; Transfer Policy; *Two Year Colleges
IDENTIFIERS - *Australia (South Australia)

A study for the South Australian Government gathered data on student enrollment and graduation rates in Diploma and Associate Diploma courses; documented initiatives for multiple entry and exit structures; proposed other possible approaches, using selected courses as case studies; investigated problems associated with providing multiple entry and exit points in such courses; and suggested possible solutions. Information was gathered from the following sources: interviews with South Australian education officials, a literature review, analysis of curriculum documents for a range of Associate Diplomas and Diplomas, analysis of student records and other data, and interviews of students. Some of the findings were that graduation rates for all programs were low, attrition from technical courses was higher than from less technical ones, and retention based on "student hours" data was high for all programs, with retention increasing over time. The study also found that students who did withdraw tended to do so early in the program, primarily due to course difficulty or money problems. Students saw merit in introducing courses with more flexible entry and exit points. Recommendations were made to gather more information on students' previous study and their courses and to develop methods for creating more flexible course work, in light of training requirements. Emphasis was also placed on articulation measures to help students keep from repeating prior work. (The report includes 29 references and 3 appendixes: the original project brief, a description of major and minor streams in curricula, and a listing of current Associate and Diploma programs offered in South Australia.) (KC)

ED 333 219 CE 058 297

Williamson, John; Hassan, Isa
Curriculum Implementation: An Annotated Bibliography (Second Edition).
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
PUB DATE - 90
NOTE - 67p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - *Curriculum Development; *Curriculum Research; Early Childhood Education; Elementary Secondary Education; Foreign Countries; Postsecondary Education; *Program Implementation; Research and Development; Research Methodology; *Research Reports; *Theory Practice Relationship; Vocational Education
IDENTIFIERS - Australia

This annotated bibliography summarizes 70 studies of curriculum implementation, with emphasis on studies of curriculum projects in Australia. Most of the studies reviewed involve data gathering using the Stages of Concern questionnaire and the Levels of Use interview techniques developed by Gene Hall and his colleagues in the 1970s. The studies reported were conducted in early childhood, primary, secondary, and vocational schools. Each entry includes the following information: title, author, date, publisher, volume/page numbers where appropriate, and synopsis of the research. Depending on the document reviewed, more extensive

Hawaii-Manoa in partnership with ITT Sherton Hotels in Hawaii-Japan.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Cooperative Programs; Education Work Relationship; Employer Employee Relationship; English (Second Language); *Hospitality Occupations; *Literacy Education; Models; Outcomes of Education; Program Development; Program Effectiveness; Program Implementation; *School Business Relationship
IDENTIFIERS - Hawaii; *ITT Sheraton Hotels HI; *Workplace Literacy

Sheraton's Unified Commitment Concerning Employee's Self-Success (SUCCESS) Program is a workplace literacy partnership between ITT Sheraton Hotels in Hawaii and the University of Hawaii-Manoa, College of Education. The program provides workplace literacy skills training to employees of the four participating Sheraton Hotels in Hawaii. The SUCCESS program has three components: basic reading, writing, and mathematics skills; high school diploma preparation; and English as a second language. Classes are customized to meet employees' needs. The design of the program also emphasizes evaluation, so that it can produce measurable results that businesses can understand. More than 330 Sheraton employees have participated in the program, and the program has received an additional federal grant allowing it to expand to three more Sheraton properties in Hawaii. Literacy training has developed employees' self-confidence; this has increased their productivity, improved guest interaction, and helped employees move toward personal and career goals. According to supervisors, more than two-thirds of participants have shown improvement in their work, six participants have been promoted, and two have completed their Graduate Equivalent Degrees. (This report includes photos of participants, tutors, and management; success stories; suggestions for developing a similar program; a program model; charts of results; funding information; personnel roles; lists of cooperating agencies; and addresses for further information.) (KC)

ED 333 238 CE 058 343

Gourley, Mary E.
Evaluation Criteria Recommended for the Assessment of Secondary Vocational and Technical Education Programs and Services. Final Report. Research Report No. 2. Supplementary Report. Research Report No. 2a.
Western Michigan Univ., Kalamazoo. Evaluation Center.
SPONS. AGENCY - Phi Delta Kappa, Bloomington, Ind.
PUB DATE - 89
NOTE - 213p.; For a related document, see CE 058 345.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Educational Quality; *Evaluation Criteria; *Evaluation Methods; *Evaluation Problems; Evaluation Research; Postsecondary Education; *Program Evaluation; Secondary Education; *State Standards; *Vocational Education
IDENTIFIERS - Indiana

A study was conducted to determine criteria for use in evaluating Indiana local school districts' delivery of programs and services in vocational and technical education and steps for the use of these criteria. Data were gathered by a review of the literature from 1983-1989 and telephone interviews with state agency personnel, concentrating on sets of criteria and their organizers and characteristics that are being used by states that have gained

California State Dept. of Education, Sacramento.
PUB DATE - 91
NOTE - 40p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adolescents; *Alcohol Abuse; Children; Drinking; *Drug Use; Elementary Secondary Education; *Prevention; *School Community Relationship; *Smoking; Youth

Although schools have the primary responsibility for educating children and adolescents, schools alone cannot prevent the use of tobacco, alcohol, and other drugs. Preventing youth from smoking, drinking, and using drugs must be a collaborative effort, jointly undertaken by the school, community, and youths themselves. This guide was developed to explain the partnerships that schools and communities can create to share the responsibilities of planning, funding, and implementing preventive strategies and programs. The first section presents a conceptual framework for planning by reviewing the extent of the substance abuse problem among youth, identifying misconceptions that lead to ineffective programs, defining drug use as a behavioral problem determined by many systems of influence, exploring the need for an integrated approach to prevention, identifying both risk and protective factors within students' influence groups, formulating a new definition of prevention, and introducing a comprehensive health approach to drug prevention. The next section develops a leadership role for schools, explaining how to build a partnership among schools, law enforcement, and the community; identifying the planning steps; recommending a comprehensive program for the school site; considering community- and school-based program strategies; and listing criteria for preventive programs and curricula. The final three sections of the guide look briefly at the intervention plan, school policy, and program support. Relevant sections of California legal codes, resources, and references are appended. (NB)

ED 333 258 CG 023 411

Stuart, Lora Alexa
Conflict Resolution Using Mediation Skills in the Elementary Schools.
PUB DATE - May 91
NOTE - 90p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - *Conflict Resolution; Critical Thinking; Elementary Education; *Elementary School Students; Problem Solving; *Program Effectiveness; *Self Esteem; Skill Development; Student Responsibility
IDENTIFIERS - *Mediation

While conflict resolution programs in the elementary schools have been in existence for the last decade, few studies have provided quantitative data concerning the effectiveness of such programs. A study was conducted which used interviews and surveys to focus on the development, implementation, and results of a Conflict Manager program at one elementary school. Possibilities for mediation in schools without formal programs were also considered. This paper presents the results of this study and traces the history of the mediation program at Greer Elementary School in Charlottesville, blocks; outline a plan for solving problems; keep people interested and working together; and maintain efforts over time. The first section defines prevention and organizes alcohol and other drug abuse prevention into five major strategies: (1) providing factual and relevant information; (2) educating; (3) developing alternatives; (4) community organizing; and (5) changing social policy. Characteristics of effective prevention programs are described. Other sections concentrate on how to: get started, help the group run smoothly, develop an alliance plan, and formulate an action plan. The final section suggests activities for preventing alcohol and other drug abuse. Activities are included for families; schools, colleges and universities; religious organizations; law enforcement and the justice system; the media; businesses; and the community. Resources for further assistance are given and an action plan form is included. (NB)

ED 333 280 CG 023 434

Bankston, Karen; Strong, Sherrill
Turning Points: A Resource Guide on Teenagers, Pregnancy, Alcohol, and Other Drugs.
Wisconsin Clearinghouse, Madison.
PUB DATE - 90
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - *Adolescents; Alcohol Abuse; *Drinking; *Drug Abuse; *Drug Use; Elementary Secondary Education; *Pregnancy; Prevention

This resource guide was written for teachers; school counselors and nurses; principals and school administrators; other professionals in health care, family planning, alcohol and other drug abuse (AODA) prevention and treatment; and community agencies who work with pregnant teenagers and their partners. It is designed to help these practitioners educate adolescents about the effects of alcohol and other drug use during pregnancy and parenting. Basic information is included about alcohol, other drugs and pregnancy and about special risks for AODA that affect pregnant teenagers. Strategies are suggested to help pregnant teenagers develop self-esteem, decision-making and other skills, and the support they need to avoid alcohol and other drugs. Tips are offered for intervention and counseling with pregnant adolescents. The emphasis is on psychoactive drugs, also known as mind-altering or mood-altering drugs, including alcohol, tobacco, illegal drugs like marijuana and cocaine, and some prescription and over-the-counter medication. Several activities are included throughout the book that can be used with teenagers who are pregnant. Copies of these exercises as worksheets are provided at the end of the guide. (NB)

ED 333 281 CG 023 435

Giesbrecht, Norman, Ed.; And Others
Research, Action, and the Community: Experiences in the Prevention of Alcohol and Other Drug Problems. OSAP Prevention Monograph-4.
Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE - 90
NOTE - 338p.; Proceedings of the Symposium on Experiences with Community Action Projects for the Prevention of Alcohol and Other Drug Problems (Toronto, Canada, March 11-16, 1989).
LANGUAGE - English

ED 333 299 CG 023 454

Buchanan, David R.; Lev, Jane
Beer and Fast Cars: How Brewers Target Blue-collar Youth through Motor Sport Sponsorships.
AAA Foundation for Traffic Safety, Washington, DC.
PUB DATE - 89
NOTE - 94p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Advertising; *Alcoholic Beverages; Athletics; *Blue Collar Occupations; *Drinking; Driving While Intoxicated; High Schools; High School Students; *Motor Vehicles
IDENTIFIERS - *Beer; Driving; *Professional Sports

This study explored how motor sports sponsorships complement and amplify the brewers' media campaigns by joining masculinity, risk, excitement, and beer in the actual "lived" experiences of potential consumers. To document industry expenditures and justifications for motor sports sponsorship, trade journals and newsletters (N=25) and other public documents were examined. A research team attended 14 motor sports events sponsored by the beer industry in Northern California over a 6-month period during 1989 to gather evidence of how the events forge a link between fast cars and beer. Finally, using standard focus group methods, more than 60 students from a nearby high school were interviewed about their attendance at motor sports events, and their attitudes toward motor sports, cars in general, and drinking and driving. Findings showed that of all industry sponsors, brewers were second only to the tobacco industry in amount spent; sports received the largest share of sponsorship dollars; motor sports received the most sponsorship money of all types of sports; the brewing industry spent more than $180 million during 1987 on sports sponsorship; and the annual growth of sponsorship was expected to be triple that of advertising. (A number of specific guidelines for advertising and responsible beverage service at such events are enumerated.) (BHK)

ED 333 300 CG 023 455

Malfetti, James L.; And Others
Young Driver Attitude Scale: The Development and Field-Testing of an Instrument To Measure Young Driver Risk-Taking Attitudes.
Columbia Univ., New York, N.Y. Teachers College.
SPONS. AGENCY - AAA Foundation for Traffic Safety, Washington, DC.
PUB DATE - Dec 89
NOTE - 195p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Adolescents; Driver Education; High Schools; High School Students; *Student Attitudes; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS - *Risk Taking Behavior; *Young Driver Attitude Scale

It has been postulated that young people are open to driving accidents because of age, lack of experience and risk-taking attitudes. The Young Driver Attitude Scale (YDAS) was developed to measure attitudes likely to influence driving practices. Over 200 items relating to the risk-taking attitudes of young people were shown to a small group of high school students who placed a check person, to the pressures that can result from caregiving. There are four types of child maltreatment: physical abuse, neglect, sexual abuse, and mental injury. Although any of the types of child maltreatment may be found alone, one often finds them occurring in combination. Parent and sibling abuse; the effects of family violence; and federal, state, and local response to family violence are discussed. (LLL)

ED 333 320 CG 023 476

Elmore, Patricia B.; And Others
Predicting Counselors' Test Use Practices.
PUB DATE - 3 Apr 91
NOTE - 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Counselors; Evaluation Methods; Evaluation Utilization; Measurement Techniques; Predictor Variables; Testing; Test Interpretation; *Test Use

This survey examined the test use practices of counselors who belong to either or both of two divisions of the American Association for Counseling and Development: the American School Counselors Association, and the Association for Measurement and Evaluation in Counseling and Development. A questionnaire covering test use patterns, test administration, selection and interpretation practices, and acquaintance with test use guidelines was completed by 672 counselors. Counselors adhered to many important test use guidelines. When selecting tests, most read test manuals or publisher's information. When administering tests, most explained the reason for giving the test, and how the results would be used. When interpreting tests, most of those surveyed said they seldom or never use a test in a way not specified in the manual. In interpreting test results, many reported reading the manual to find out the limitations of the test. However, many counselors reported no efforts to modify test administration procedures to allow for differences for minority and disabled individuals. Counselors' use of computer-generated test interpretations also raises some concerns. This is a relatively new aspect of test use and many counselors are uncertain about how to proceed. A final area of concern comes from the tendency of some counselors to use test scores alone in decision-making rather than seeking out other information to provide a more complete picture of the individual. (LLL)

ED 333 321 CG 023 477

Curry, Beth Ann
The Impact of the Nicholls State-Youth Opportunities Unlimited Program as Related to Academic Achievement, Self-Esteem, and Locus of Control.
PUB DATE - May 90
NOTE - 144p.; M.A. thesis, Nicholls State University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - *Academic Achievement; Counseling Services; *Dropout Prevention; Dropout Research; *Grade 8; High Risk Students; Job Training; Junior High School Students; Locus of Control; Low Income; *Potential Dropouts; Program Effectiveness; Program Evaluation; Secondary Education; Self Esteem; *Summer Programs

This study examined the effect of the Nicholls State-Youth

Children are given an opportunity to share something of importance--themselves. (RS)

ED 333 342 CS 010 599

Snow, Mary B.; And Others
Assessing a Whole Language Program: A Five-Year Study.
PUB DATE - Nov 89
NOTE - 24p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (79th, Baltimore, MD, November 17-22, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Instructional Effectiveness; *Language Acquisition; Longitudinal Studies; Primary Education; Program Evaluation; Reading Centers; *Student Development; *Student Evaluation; *Whole Language Approach
IDENTIFIERS - Cambridge Public Schools MA; Concepts about Print Test; Language Development Reading Test; Visual Cue Writing Sample

A longitudinal study evaluated the Cambridge Lesley literacy Project as implemented in the Longfellow School in Cambridge, Massachusetts. Five years of data on the progress of all children from kindergarten through third grade in both the Spanish bilingual program and the standard program were gathered during twice-weekly visits to the "literacy center." Three instruments were used to gather the data: "Concepts about Print," "Language Development Reading Test," and "Visual Cue Writing Sample." Two brief profiles of very different learners demonstrated that the important element in documenting students' progress that they learn to read and write and how they learn to read and write, not when and in comparison to whom. Results, reported for only one cohort over a five-year period, indicated that: (1) given a generally supportive, developmental learning environment, children become competent readers by grade five or six, reading at levels appropriate to their ages; and (2) individual students' progress toward competence is dramatically uneven. (Five tables of data are attached.) (RS)

ED 333 343 CS 010 600

Schwartz, Helen J.
Pricing Literacy: The Ethics of Access.
PUB DATE - 29 Dec 90
NOTE - 8p.; Paper presented at the Annual Meeting of the Modern Language Association (Chicago, IL, December 27-30, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Computer Literacy; *Computer Oriented Programs; Computers; Educational Cooperation; *Futures (of Society); Higher Education; *Instructional Development; *Literacy; *Long Range Planning; Multicultural Education; Reading Instruction; Shared Resources and Services; Writing Instruction
IDENTIFIERS - Indiana Univ Purdue Univ at Indianapolis; Instructional Theory

Computers are necessary to the future of literacy in the United States, but they are not determinative. Instead the determining factor will be human values and political will, and so it is necessary to build the future on democratic ideology. Four premises underlie plans for a feasible and desirable future: (1) education must serve an increasingly diverse student population;

Story-Time: A Manual for Teachers.
Northwest Territories Dept. of Education, Yellowknife.
PUB DATE - 78
NOTE - 195p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Childrens Literature; Class Activities; Early Childhood Education; Foreign Countries; Kindergarten; Reading Material Selection; *Story Reading; *Story Telling; *Teacher Role
IDENTIFIERS - Canada

Directed towards kindergarten and primary school teachers, this manual outlines strategies that will lead new teachers to a deeper understanding of the skills required of them in story-time and provides experienced teachers with a source of continuing reference. The manual will also serve teachers' needs for story reading and story telling with children whose first language is not English. Chapters in the manual include: (1) The value of story-time; (2) The role of the teacher; (3) Story-time and the curriculum; (4) Story telling versus story reading; (5) Sources of stories; (6) Selection of stories; (7) Preparation of story material; (8) Presentation of story material; (9) Story-time techniques; (10) Class participation; (11) Evaluation of stories; (12) Follow-up activities; and (13) Story-time in an English-as-a-Second-Language situation. A general bibliography, a list of anthologies (of children's literature, periodicals, book clubs, and books mentioned in the text), a bibliography of books for seasons and things, a sample story-time activity concerning the moon, examples of stories, a list of stories compiled by the Department of Education of the Northwest Territories, a list of stories relating to the needs of kindergarten children, and a checklist for story-time are attached. (RS)

ED 333 365 CS 010 623

Assink, Egbert; Kattenberg, Goran
The Use of Orthographic Structure in Normal and Poor Readers.
PUB DATE - Apr 91
NOTE - 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Elementary Secondary Education; Foreign Countries; *Reading Ability; Reading Difficulties; *Reading Processes; Reading Research; *Word Recognition
IDENTIFIERS - Netherlands; *Orthographic Structure; *Text Processing (Reading)

A study investigated the question of whether normal and poor readers differ in the way they process sublexical structures in printed words. In a reading level design experiment, two matched groups of normal and poor readers (11 subjects of mean age 9.4 years and 11 subjects of mean age 12.6 years) were compared with regard to their use of sublexical orthographic information in a semantic evaluation task. There were two additional control groups, the first one consisting of 12 age-matched normal readers (mean age 12.4 years), the second one of 15 proficiently reading adults (mean age 19 years). Results showed that poor readers differentially process intra word information. Also striking and informative was the finding that poor readers proved to be relatively insensitive to repeated exposure of the experimental

PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Classroom Techniques; Content Area Reading; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Literature Appreciation; *Reader Response; Reader Text Relationship; *Reading Instruction; *Reading Writing Relationship; Schemata (Cognition); Teaching Methods; Theory Practice Relationship

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on reader response theory and related instructional strategies is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 391 CS 212 680

Smith, Carl, Comp.
Developing a Decision-Making Plan for the Reading Teacher. Learning Package No. 25.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 51p.; For other learning packages in this series, see CS 212 656-705. Some material in this packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Decision Making; *Decision Making Skills; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Reading Instruction; *Reading Teachers; Teacher Role; *Theory Practice Relationship
IDENTIFIERS - Teacher Empowerment

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on developing a decision-making plan for the reading teacher is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 392 CS 212 681

Smith, Carl, Comp.
What Works? Summary of Research about Teaching Reading. Learning Package No. 26.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 42p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works -

children's drawings. It can be concluded from a study of the randomly selected children that young writers express their personal perspectives and concerns in their writing. It is necessary for a teacher or researcher to read a child's story in the context of the child's other writing, and his or her whole school life. No work of art, fiction, poetry, or personal narrative is created in a vacuum. It seems entirely inappropriate to present a single story and discuss it in isolation from the author's life and other works. The knowledge gained through careful reading of children's fiction and poetry can be useful to classroom teachers. Such works are both aesthetic and expressive, and show the child's style of interacting with the world. Teachers can learn more about students by: (1) encouraging their imaginings; (2) maintaining observational journals; (3) maintaining student portfolios; (4) adapting curricula and expectations; and (5) publishing student fiction. More research should be conducted into the meanings children create in their fiction and poetry. (Three illustrations are included.) (SG)

ED 333 418 CS 212 848

Hellwig, Harold
Changing Needs in a Composition Program.
PUB DATE - Mar 91
NOTE - 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Computer Uses in Education; Course Content; *Curriculum Development; *English Departments; Faculty Development; Higher Education; Politics of Education; Remedial Instruction; Teacher Administrator Relationship; Teaching Assistants; *Writing Instruction
IDENTIFIERS - *Idaho State University

During the last four years, the English Department at Idaho State University embarked on an ambitious program of change in their writing program. The English Department established a cross-curricular writing course as a new, required course to bridge the gap between the freshman and junior years; a remedial writing course as a new, required course for those students who need a writing course before the freshman writing course; and sets of guidelines for the freshman writing course and for the junior-level required writing courses (business, technical, and literature). The Graduate Studies Committee (within the English department) set in place a new mentor program for teaching assistants. New guidelines for the use of computer classrooms were established and assumptions about the teaching of composition as a whole were reexamined. Guidelines for new courses are formulated by the composition committee, a process which may take years. Guidelines are quite specific: they describe the goals for the course, establish its content and the skills the students will learn, and detail the kinds of documents to be produced, the kinds of reading materials to be used, the policies concerning attendance, plagiarism, and so on. The slow process of change often results in compromise; the faculty find themselves negotiating with reluctant faculty members within the department and with an often reluctant administrator. (A figure indicating the overall structure of the writing courses is attached.) (RS)

ED 333 419 CS 212 854

Countries; *Literature Appreciation; *Reader Text Relationship; *Reading Comprehension; *Reading Processes; Reading Research; Secondary Education
IDENTIFIERS - *Aesthetic Reading; International Assn Evaluation Educ Achievement; Reading Motivation; Sweden

Finding meaning in an ordinary prose text and following a description or argument is generally considered less difficult than finding the essential message in a literary text. Sometimes, however, the emotional impact makes it easier for some readers with some texts to see and understand the meaning of some literary texts. Research from the International Association for the Evaluation of Educational Achievement (IEA) suggests that differences in comprehension between high- and low-achieving students are much less in literature than in reading comprehension. Other studies showing declines in reading comprehension over time do not indicate corresponding declines in results for literature. A student may be aware that a literary work has affected him or her emotionally in some way, but may not be able to say how. The student's understanding of the text has been achieved through a synthetic, seemingly effortless grasp of the words' impact, rather than through an analytic approach. Studies suggest that despite age, education, and reading experience differences, differing groups of readers have similar abilities to create meanings early in the reading process, and to organize and observe these meanings. But groups differ when asked to describe or interpret literary works. Synthetic and incompletely verbalized understandings run the risk of being overlooked in teaching and in research. (Four figures are included.) (SG)

ED 333 439 CS 212 880

Hynds, Susan
Questions of Difficulty in Literary Reading. Report Series 4.6.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Difficulty Level; Discussion (Teaching Technique); *Literature Appreciation; *Reading Processes; Secondary Education; Student Motivation; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS - *Aesthetic Reading; Reading Concepts; Text Factors

Increasingly over the past several years, the reading of literature has been viewed as a social interpretive process. Conceptions of reading have changed from a largely cognitive process of print decoding to a socially situated one of understanding and appropriating a variety of discourse and text conventions. "Difficulty" is the result of the similarity or disparity between the text and the socially imbedded and motivated interpretive processes of particular readers. Students must learn to become comfortable with complexity and ambiguity in the presence of teacher messages that reward simple solutions. The literary "transaction" of reading involves several kinds of understandings: (1) self-understanding; (2) social understanding; (3) literary understanding; and (4) aesthetic understanding. Literary reading cannot be easily measured or defined, or developed discretely as a set of skills. The interpretive culture created by teachers' questions can stifle the multiple, complex understandings

Flower and John Hayes, on the other hand, based their model on cognitive psychology and artificial intelligence research. The cognitive model classifies writing as a type of problem-solving thinking, and so Flower and Hayes equate writing with thinking. There are a number of reasons for rejecting their metaphor: (1) it is not useful in conducting research, as it defies observation; (2) the think-write metaphor often produces circular reasoning; and (3) treating writing as a type of thinking encourages a simplistic view of signification. The propensity to borrow theories from other disciplines has turned composition studies into a theoretical crazy quilt. For composition studies to become established as a discipline, teachers and researchers must pay more attention to basic theoretical questions, questions about the nature of writing, language, and signification. The first step towards answering these questions lies in rejecting the assumption that writing is thinking, and turning to writing as signifying act. (PRA)

ED 333 459 CS 212 906

Barnhart, June E.
An Analysis of the History of Writing and Young Children's Literacy Acquisition. Literacy Research Report No. 6.
Northern Illinois Univ., DeKalb. Curriculum and Instruction Reading Clinic.
PUB DATE - Jun 91
NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Research/Technical (143)
DESCRIPTORS - Cognitive Processes; Educational History; Elementary Education; *Language Acquisition; Language Styles; *Written Language; *Young Children
IDENTIFIERS - *Beginning Writing; Childrens Writing; Emergent Literacy; Print Awareness; *Writing Contexts; *Writing Development

There are descriptive similarities on a global level between the history of writing and the development of written language in the young child. Examination of the specific developmental patterns of data of these two phenomena reveals some common elements and some discrepancies between these two patterns. The history of orthography as well as research concerning children's developing knowledge of written language reveals that both phenomena in general proceed toward an understanding of the alphabetic principle. However, the order in which the knowledge and discovery occurs in the child as well as just what knowledge becomes understood during the progression toward the conventional, alphabetic adult model does not follow a strict one-to-one recapitulation model or explanation. To understand the cognitive and linguistic processes involved in written language both at the individual and at the historical level, the linguistic, cognitive, and cultural contexts in which that processing occurs must be examined. Similarly, with regard to the development of written language in the young child, it appears that the presence of environmental print is essential since written language is fundamentally cultural and social in nature. A fruitful source of information in analyzing the obstacles to be overcome in becoming literate lies in the search for similarity at the historical as well as the individual level. (Thirty-eight references are attached.) (RS)

ED 333 460 CS 212 908

Do It! Sixteen briefly annotated references are attached. (SR)

ED 333 479 CS 212 928

Task Force on Minorities in the Newspaper Business: Speakers Directory.
Task Force on Minorities in the Newspaper Business, Reston, VA.
PUB DATE - 91
NOTE - 45p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - *Cultural Pluralism; Directories; Journalism; *Minority Groups; *Multicultural Education; *Newspapers; Public Speaking
IDENTIFIERS - Professional Concerns; Professional Meetings

This speaker's directory lists speakers from both the news and business sides of print media who are available to address industry-related issues (such as how to attract and retain minority employees, how minorities can move into management, and how young people can get a start in newspapers) at conferences, training sessions, and other meetings. It is intended to be helpful for those who want to talk about diversity in the business and is a good resource for bringing more diversity to newspaper conferences and conventions. The directory lists 53 speakers, with biographies for each giving occupation, ethnic background, specialty topics and, if applicable, fees or honoraria. (SR)

ED 333 480 CS 212 929

Donlan, Dan; Hough, David
Toward a Complete Response to Literature; Discussion Clusters, Guides and Writing.
PUB DATE - 91
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Class Activities; *Discussion (Teaching Technique); *Educational Strategies; English Instruction; *Integrated Curriculum; *Literature Appreciation; *Reader Response; Reader Text Relationship; Secondary Education; *Writing (Composition)
IDENTIFIERS - *Aesthetic Reading; Student Initiated Activities

This paper articulates a framework for the development and integration of three instructional strategies--discussion, reading and learning from text guides, and writing--to teach secondary school students how to produce independent and productive responses to literature. An explanation of the need for and rationale behind an integrated approach is presented first, followed by a series of developmental strategies for moving from a teacher directed to a student initiated method of responding to literature. The article proposes a five-phase instructional process for integrating these strategies, and demonstrates how discussion, guides, and writing fit into the five-phase instructional approach by providing concrete examples drawn from specific literary works. The paper advocates the integration of instructional methods and processes to form a model for developing independent student responses to literature. (Two figures are included; 19 references are attached.) (PRA)

ED 333 481 CS 212 930

Hall, Susan; Hall, Palmer

Betters, Elaine B.
Alternative Curriculum for Student-at-Risk: Integrating State Minimum Skills for Math and Communications.
PUB DATE - Jun 91
NOTE - 90p.; M.S. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Attendance; Critical Thinking; Curriculum Development; Elementary School Mathematics; Grade 4; *High Risk Students; Integrated Curriculum; Intermediate Grades; *Language Skills; *Mathematics Instruction; Minimum Competencies; Self Esteem; Student Attitudes; Student Motivation; *Thinking Skills
IDENTIFIERS - Florida

A curriculum was developed for 18 at-risk students at the fourth grade level, integrating state minimum skills for math and communication. The goal was to teach basic skills and critical thinking skills (CTS), and to see an increase in motivation, self-esteem, and student attendance through a hands-on project of building a dollhouse and its furniture. Results indicated that the three-phase program of four weeks, five weeks, and three weeks respectively, showed an increase in all areas addressed. (Four tables of data are included. Extensive appendixes include past reading scores, pre and post test results, student' examples, self-esteem and attitude survey, CTS checklists, list of skills which may be incorporated into the program, and comments from individuals involved. Seventeen references are attached.) (PRA)

ED 333 503 CS 507 483

Ames, Ina R.
The Student Journal: Integration through Creative and Critical Analysis.
PUB DATE - Apr 91
NOTE - 11p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Communication Skills; Creative Thinking; Critical Thinking; Higher Education; *Interpersonal Communication; *Journal Writing; Learning Processes; Speech Communication; Speech Instruction; *Student Journals; *Thinking Skills

One format for the student written journal in an interpersonal communication theory course uses three components--classroom journals, reading journals, and listening journals--to develop students' skills as competent communicators. Student journals can provide a format for learned skills and awareness which may be applied creatively, critically, and analytically so that students leave the interpersonal communication class with both the practiced tools of competent communicators and further developed thinking skills. In these journals, students take ideas, concepts, quotes, and theories that have personal meaning to them, discuss these concepts, critically analyze the elements of interpersonal theory, and creatively apply these to their personal and professional experiences. The purpose of this format of journal writing is to provide the student with an arena and context for developing communication skills. (PRA)

ED 333 504 CS 507 484

Jolly, Deborah V.; And Others
Developing Effective Schools: Indicators of Educational Success As Roadmarks to Improvement.
Southwest Educational Development Lab., Austin, Tex.
PUB DATE - Apr 90
NOTE - 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Educational Assessment; *Educational Improvement; Elementary Secondary Education; *Evaluation Criteria; Institutional Characteristics; Organizational Objectives; *Program Evaluation; Rural Schools; *School Effectiveness
IDENTIFIERS - *Southwest Educational Development Laboratory

The first 3 years of a 4-year project to plan and implement school change using a school improvement strategy in five low income, rural, resource-bound school sites are described in this report. One school from each of the following states--Texas, New Mexico, Oklahoma, Arkansas, and Louisiana--participated in the project. Extreme diversity characterized the schools in terms of population density, minority populations, climate and topography, natural resources, and economies. Quantitative data analysis examined reading, mathematics, and language arts test scores. Qualitative analysis developed contextual indicators, or criteria for improvement, unique to each school. Each school developed its own set of contextual indicators and demonstrated significant changes in school climate. Three schools reported significant improvements in test scores. Findings indicate that two sets of school improvement standards exist: universal ones for student achievement outcomes and those unique to a school's goals and objectives. Recommendations are made for the consideration of the whole school context in assessing school effectiveness and for measuring school improvement in a variety of ways. Four tables are included. (43 references) (LMI)

ED 333 524 EA 022 723

Filby, Nikola N., Ed.; And Others
Middle Grades Reform: A Casebook for School Leaders.
County Superintendents' Association of California.; Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 90
NOTE - 125p.; For a related document, see EA 022 724.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Administrator Role; Case Studies; *Change Strategies; *Educational Change; Educational Environment; Educational Improvement; Educational Philosophy; High Risk Students; Instructional Innovation; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Leadership; *Middle Schools; *Preadolescents; *School Restructuring; Student Needs; Teacher Administrator Relationship; Team Teaching
IDENTIFIERS - *California

The result of a collaborative effort to meet the needs of California educators in middle-grades reform, this volume provides access to the best ideas in research and practice, and support for local

In the spring of 1988, physical education teachers in Round Rock Independent School District (Texas) indicated, as part of their informal needs assessment, a desire for in-service training which would address techniques to prevent off-task behavior. An inservice training program to improve teacher performance in the reduction and prevention of student off-task behavior was developed. Participants will include elementary physical education teachers in the Round Rock Independent School District, who will also evaluate the program. The program's long-term goal is the reduction of student off-task behavior through more effective organization and structure. The workshop offers comprehensive learning modalities, role-playing exercises, lectures and discussion, peer review and feedback, and small group interaction activities. Program agenda and suggested activities are presented. A conclusion is that effective managers anticipate and eliminate problems, maintain students' active involvement, and demonstrate an awareness of students' inactive times. Training packet worksheets are included in the appendix. (19 references) (LMI)

ED 333 543 EA 023 038

Wallat, Cynthia
Directions in Policy and Leadership Studies: Identifying Points of Convergence.
PUB DATE - 87
NOTE - 121p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Administrator Role; *Communication (Thought Transfer); Decision Making; *Educational Policy; Elementary Secondary Education; *Interdisciplinary Approach; *Leadership; *Policy Formation; Research Utilization
IDENTIFIERS - Social Science Theory

This multidisciplinary analysis identifies how an understanding of information processing and decision making as social processes can determine the effectiveness of educational reform strategies, with a focus on viewing the roles of educational leaders as information processors and policy negotiators. This paper: (1) presents an overview of current research on effective leadership across the disciplines of anthropology, sociology, political science, and sociolinguistics; (2) demonstrates their common focus on the communication process; and (3) and shows how communication theory concepts can provide a common framework that will define the terms for the continued debate on the usefulness of social sciences for policy and leadership studies in education. Methodology involved a review of "Educational Administrative Abstracts" and American Educational Research Association and sociolinguistic data. A conclusion is that concepts from communication theory can help to identify the complexities of actual language usage in presenting information and problem solving in policy and leadership situations. Ten tables are included. (85 references) (LMI)

ED 333 544 EA 023 041

Crisci, Pat E.; And Others
Using the Current Paradigms in Teacher Training To Prepare Principals and Mentor Teachers To Appraise Classroom Instruction.
PUB DATE - Apr 91
NOTE - 40p.; Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (Atlanta, GA, 1991).

School climate is a crucial predictor of teacher performance; a realistic measure of educational environment therefore provides a useful framework for improvement efforts. Two figures and one table are included. (10 references) (LMI)

ED 333 564 EA 023 072

Nytell, Ulf
The School Principal in Sweden: A Boss or a Leader? Implications for the Competence of School Principals.
PUB DATE - Apr 91
NOTE - 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Administrator Effectiveness; Elementary Secondary Education; Foreign Countries; *Leadership; Leadership Styles; *Organizational Climate; *Organizational Objectives; Organizational Theories; *Principals; *School Organization
IDENTIFIERS - *Sweden

Management and leadership as a consequence of organizational tasks and structure are discussed in this paper, with a focus on the application of leadership theories from market-oriented organizations to more regulated organizations such as the Swedish school system. The Swedish educational system, according to Berg's (1988) "cross model," is characterized by a nonmarket orientation and decentralization. The Lots leadership development strategy of a market-oriented organization is then applied to the public school, or nonmarket, organization. Characteristics of a market- versus public-oriented organization include: supply and demand versus tasks set by a governing body; explicit versus unclear, complex goals; customer's free choice versus students' free choice; and civil versus public law. The Lots plan is pupil- but not curriculum-centered; offers strategies for change but not development; and improves leadership but not the management function. A conclusion is that the Lots method is useful in situations that are not tightly controlled by a governing body. A recommendation is that principals must understand the governing body's goals and their consequences for school management. Leader competence is based on school orientation and structure. Five specific recommendations for improving principal effectiveness are offered. Two figures and one table are included. (12 references) (LMI)

ED 333 565 EA 023 073

Torres, Rosalie T.
Monday Morning Problems: One District's Implementation of Colorado's Educational Accountability Act.
PUB DATE - Apr 91
NOTE - 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Accountability; Boards of Education; *Educational Planning; Elementary Secondary Education; Policy Formation; Program Evaluation; *Program Implementation; Public Schools; *School Districts; State Legislation; *State Standards
IDENTIFIERS - *Colorado; Colorado Springs Public Schools

Colorado's Public School Finance Act of 1988 directed all public

NOTE - 73p.; Publication prepared by Shannon and McCall Consulting Ltd. and funded by the Federal Centre for AIDS, Health Protection Branch, Health and Welfare Canada.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; Communicable Diseases; *Community Services; Elementary Secondary Education; Foreign Countries; Guides; Health Education; Health Materials; *Health Programs; *Policy Formation; *School Community Relationship
IDENTIFIERS - *Canada

Assistance to school principals in preparing their schools to respond to the Acquired Immune Deficiency Syndrome (AIDS) issue is provided in this booklet. The first section offers background information on the following: facts about AIDS/HIV; youth risk factors; knowledge, attitudes, and behaviors of Canadian youth; the content of AIDS education programs; issues in the goals of such programs; the school role; overcoming external and internal constraints; community relations; and recent Canadian responses. Many of the topics in the second section are presented as guides or in the form of questions, and include criteria for school preparedness and health program evaluation, program director selection and evaluation, controversy management, AIDS reference material, maintaining a safe school environment, and handling disclosures of infection. The third section describes strategies for preparing the school board and community, and the final section outlines Department of Education directives, provincial and territorial guidelines, and school board policies and procedures. Highlights of the report include data from the Canada Youth and AIDS study, a discussion of appropriate content of AIDS programs, advice on controversial issues, action checklists, and policy development from the "front line." (LMI)

ED 333 586   EA 023 105

Morris, Don R.
Comparative Aggregate Patterns of Grade Retention Rates.
PUB DATE - Nov 90
NOTE - 16p.; Paper prepared for the Annual Meeting of the Florida Educational Research Association (Deerfield Beach, FL, November 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Comparative Analysis; Correlation; Elementary Secondary Education; *Grade Repetition; *Instructional Program Divisions; *Mathematical Models; *Statistical Analysis; Student Placement; Student Promotion
IDENTIFIERS - *Dade County Public Schools FL

A search for patterns in grade retention rates across grades 1-12 to construct simulation research models is described in this paper. Aggregate data from Shepard and Smith (1989) on grade retention rates from 12 American states for the year 1979-80 and from 11 states for 1985-86 were examined for across-grade patterns, supplemented by Dade County School District data for 4 consecutive years, 1982-83 through 1985-86. First, the elementary level pattern is explored. A process to explain the pattern is described and a mathematical function derived from the explanation is proposed to fit the data. Next, a pattern is sought for the highest magnitudes of retention rates, and the elementary grade function is extended to provide a proposed comprehensive fit. Fluctuations in the states' data are accounted for, enhancing the

Families Who Have a Member with a Disability. (Making Visible the Invisible.) Training Curriculum.
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
PUB DATE - 90
NOTE - 78p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - *American Indians; Communication Skills; Diagrams; *Disabilities; *Evaluation Methods; Family History; *Family Relationship; *Family Structure; Genealogy; Interviews; Rehabilitation Programs; Systems Approach; Training
IDENTIFIERS - *Eco Maps; *Genograms

This training manual demonstrates the utilization of two family assessment tools with American Indian rehabilitation clients. The manual begins with an overview of general systems theory, family systems theory, and family assessment theory. The genogram is then defined as a type of family tree covering at least three generations, offering a map of a family's aspirations, patterns of behavior, roles, demographics, major life events, losses, births, abilities, disabilities, occupations, and communication and relationship patterns. Three types of genograms are discussed. Eco-map assessment is then described as a visual drawing of all resources available in the family system, indicating relationships between the client and the various resources or people affecting the client's life. Instructions are offered for constructing an eco-map. Information is then offered to assist in developing staff members' interviewing and communication skills during assessment. The training manual provides a list of abbreviations, a list of symbols for use on genograms and eco-maps, a genogram interview schedule, informed consent forms, field procedures, and a workshop evaluation form. A bibliography of 54 references is presented. (JDD)

ED 333 609 EC 300 360

Marshall, Catherine A.; And Others
The Assessment of a Model for Determining Community-Based Needs of American Indians with Disabilities through Consumer Involvement in Community Planning and Change. Final Report, 1990.
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 90
NOTE - 171p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Accessibility (for Disabled); *American Indians; Change Strategies; *Community Programs; Community Services; Cooperative Planning; Delivery Systems; *Disabilities; Employment; Human Services; Incidence; Models; *Needs Assessment; Outreach Programs; *Participant Satisfaction; Social Agencies
IDENTIFIERS - Colorado (Denver)

This research project sought to identify, at a local community level, the needs and concerns of American Indians with disabilities. The selected target community was Denver, Colorado, and its surrounding metropolitan area. Data were collected through 100 face-to-face interviews with a volunteer population of American Indians with disabilities. The interviews covered general involvement. The steps for development of an in-school student chamber of commerce program are described: orientation with a local chamber; start of the student chamber; activities for the role model chamber; structuring of the work groups; and reports and records. The second part of the manual offers tips and guidance for starting a youth-owned business. Six steps are discussed: (1) research; (2) decide what kind of business; (3) select business structure; (4) write a business plan; (5) start the business; and (6) market the business. Other contents include a list of ideas for youth-owned business, and a sample Youth Venture Volunteer Contract, and a business start-up checklist. Appended are materials to supplement the activities of the manual (information on pricing, licensing, regulations, and tax reporting) and a list of resource people, organizations, and publications. (YLB)

ED 333 103 CE 057 390

Quinn, Lois M.; And Others
Report on the Learnfare Evaluation.
Wisconsin Univ., Milwaukee, Employment & Training Inst.
PUB DATE - Jan 91
NOTE - 57p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Adolescents; Attendance; Compliance (Legal); *Compulsory Education; *Dropout Prevention; Evaluation Criteria; Evaluation Methods; Participant Characteristics; Policy Formation; Program Effectiveness; Program Evaluation; Public Policy; Research Problems; Secondary Education; *Secondary School Students; *State Legislation; *Welfare Recipients
IDENTIFIERS - *Learnfare; *Wisconsin

The Wisconsin "Learnfare" policy requires that teenagers receiving Aid to Families with Dependent Children (AFDC) attend school regularly until they have completed high school. The population of teen parents and dependent teens receiving AFDC from September 1988 through December 1989 included 22,241 males and 30,995 females. About half of the teen parents were excused from the Learnfare rules, as were about 2 percent of dependent teens. A survey of public school district administrators on the implementation of Learnfare in the 420 school districts in the state was conducted in April 1990, with follow-up telephone calls, resulting in responses from 351 districts (82 percent). About one-fourth of the districts reported that they have been involved in meetings with county social services agencies to discuss policies or programs related to Learnfare. About one-sixth of the districts reported that they had school staff involved in inservice training regarding Learnfare. Policies varied as to how Learnfare was handled; some districts reported altering attendance policies. A survey of the directors of the 72 county departments of social or human services (100 percent response) in August 1990 showed that most counties do not refer Learnfare teens to county social work staff unless the family requests help. About one-third of the counties thought that the Learnfare policy has contributed to increased parental involvement in teens' schooling. An evaluation project was being designed to determine Learnfare's impact on school attendance, completion rates, and AFDC teens' childbearing. (Appendices contain the public school and county surveys.) (KC)

ED 333 104 CE 057 464

Where Do All the Students Go? A Statewide Follow-Up Survey of

An Evaluation of the Regional Coordinating Councils for Vocational and Adult General Education. Report and Recommendations of the Postsecondary Education Planning Commission, 1990-91.
Florida State Postsecondary Education Planning Commission, Tallahassee.
PUB DATE - 16 May 91
NOTE - 52p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Administrators; *Advisory Committees; Community Programs; *Compliance (Legal); General Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; School Business Relationship; *State Legislation; State Programs; *Vocational Education
IDENTIFIERS - *Florida

In compliance with 1983 state legislation, the Florida Postsecondary Education Planning Commission reviewed five Regional Coordinating Councils for Vocational and Adult General Education during 1990-91, focusing on staffing arrangements. As part of the review process, the commission distributed a questionnaire to all 28 of the councils' executive directors in August 1990 and examined prior evaluation materials gathered from the councils. In addition, commission staff and the specialist for regional coordinating councils attended the meetings of five councils and interviewed members and staff. The five councils reviewed were Region 1 (Pensacola), Region 5 (Tallahassee), Region 14 (Lake-Sumter), Region 17 (Hillsborough), and Region 27 (Miami-Dade). In general, the evaluation showed that the councils have provided a forum for regular communication at the local level. Some councils have established strong linkages between the educational and business sectors of their communities, although some have not. The following recommendations were made: (1) the legislature should continue to appropriate funds for the councils; (2) councils should draw up a contract or performance standards for their executive directors; (3) lay members with ties to the business community should be appointed to councils; and (4) the specialist for regional coordinating councils should withhold funds to councils that have not submitted all required documentation. (Appendixes include: (1) Florida statutes relating to regional coordinating councils; (2) executive directors' questionnaire and selected results; (3) information chart on five councils selected for 1990-91 evaluation; and (4) follow-up to 1989-90 recommendations.) (KC)

ED 333 124 CE 058 071

A Survey of Adult Literacy and Technology Courseware Recommendations.
Ottawa Board of Education (Ontario). Learning Centre.
PUB DATE - Oct 89
NOTE - 68p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Reports - Evaluative/Feasibility (142), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Adults; Computer Assisted Instruction; *Computer Software Evaluation; *Courseware; High School Equivalency Programs; Indexes

This document provides information about computer software (courseware) used in and recommended by adult literacy programs and organizations. The information was compiled from five source

Activities; *Learning Disabilities; *Mathematics Instruction; Problem Solving; *Reading Instruction; *Self Esteem; Self Evaluation (Individuals); Student Evaluation; Study Skills; Teaching Methods; *Writing Instruction

This publication contains self-esteem exercises and a learning disabilities (LD) curriculum for students with LD in adult basic education programs. The 37 student exercises are designed to build the self-esteem of students with LD. They include self-evaluations, profiles, and checklists. Topics covered are success, decision making, problem solving, self-image, personality, self-management skills, self-concept, self-fulfillment, needs assessment, rights, stress skills, and managing change. The curriculum follows an individualized approach, in which the student may use all curriculum areas or specific parts chosen as objectives for an individualized program. Subjects covered are mathematics, reading, language arts, writing, and study skills. The curriculum for each subject area consists of these components: list of resources and charts that correlate skill with assessment, materials, and teaching strategy and techniques. An introduction provides additional suggestions and recommendations for the instructor. (YLB)

ED 333 143 CE 058 119

Kearns, Donna
How To Conduct a Follow-Up Study of Special Education Graduates.
Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY - Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.
PUB DATE - Jul 90
NOTE - 50p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Community Programs; *Graduate Surveys; Guidelines; *High School Graduates; High Schools; *Outcomes of Education; Program Effectiveness; *Program Evaluation; *Research Methodology; *Special Education; State Programs
IDENTIFIERS - Missouri

This guide is designed to assist Missouri school district personnel in conducting follow-up studies of special education graduates. The guide outlines the questions that need to be addressed prior to conducting a follow-up study as well as the procedures to complete such a project. Sample follow-up questionnaires are included for districts to replicate and use in district studies. The questionnaires include areas to be addressed through district records, student interviews, and parent interviews. Selected descriptive and graphic displays of follow-up study results are included in the guide as examples. Five references are also included. (KC)

ED 333 144 CE 058 120

Dowd, Steven B.
Accountability and the New Essentials.
PUB DATE - 4 May 91
NOTE - 22p.; Paper presented at the Educational Conference of the Ohio State Society of Radiologic Technologists (Columbus, OH, May 4, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - Adult Basic Education; Adult Learning; *Adult Literacy; *Developing Nations; Economic Development; *Educational Benefits; *Females; Foreign Countries; *Literacy Education

This booklet is designed to let learners know how much benefit women can get through literacy skills and to motivate them to learn how to read and write. The target population is beginning level, neoliterate women. Only minimal narration accompanies the drawings. Suggestions are made for use of the booklet by instructors in their discussion of the importance of literacy for women. (YLB)

ED 333 163 CE 058 165

Giere, Ursula; Hautecoeur, Jean-Paul
A Selective Bibliography on Literacy in Industrialised Countries = Une Bibliographie Selective sur l'Alphabetisation dans les Pays Industrialises. UIE Reports 3.
United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
PUB DATE - Oct 90
NOTE - 44p.; Paper prepared for the European Conference of Directors of Educational Research Institutions (6th, Bled, Yugoslavia, October 9-12, 1990);. For a related, complementary document, see ED 324 481.
LANGUAGE - English; French
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reference Materials - Bibliographies (131),
DESCRIPTORS - *Adult Basic Education; *Adult Literacy; Basic Skills; *Developed Nations; *Educational Research; Education Work Relationship; Functional Literacy; *Illiteracy; *Literacy Education; Newsletters; Teaching Methods
IDENTIFIERS - Workplace Literacy

This bibliography focuses on research in adult literacy and basic education. The general categories, which were determined on the basis of the agenda of the conference for which it was prepared, include bibliographies; history of literacy/illiteracy; theory of literacy; literacy provision (examples from local to international); literacy and schooling/cultural literacy; methodology of literacy; intergenerational approaches; literacy, employment, and work; statistics and measurement; international conferences; and newsletters. The 251 entries are presented in alphabetical order by author or sponsoring organization or institution and provide this additional information: title; place of publication and publisher; and pagination. The 16 entries for the newsletters identify frequency of publication, sponsoring organization or institution, and address. An introductory note and table of contents are provided in French as well as English. The majority of the citations are in English or French. (YLB)

ED 333 164 CE 058 166

Hautecoeur, Jean-Paul, Ed.
Alpha 90. Current Research in Literacy.
Quebec Dept. of Education, Quebec.; United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
PUB DATE - 90
NOTE - 439p.

Impact Programs.
Ohio State Univ., Columbus. Center on Education and Training for Employment.; Sonoma State Univ., Rohnert Part. CA. California Inst. on Human Services.
SPONS. AGENCY - California State Dept. of Education, Sacramento. Div. of Career-Vocational Education.
PUB DATE - 91
NOTE - 75p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adult Basic Education; Adult Students; Career Counseling; Job Placement; *Limited English Speaking; *Program Implementation; *Second Language Instruction; Student Recruitment; *Teaching Methods; *Vocational English (Second Language); *Workshops

This guide provides background information, training recommendations, discussion questions and answers, trainee assignment sheets, and answers to the assignment sheets to accompany a 45-minute videotape of a model program for serving limited English proficiency (LEP) students. The script for the audio portion of the videotape is also included. The program is organized in seven parts, following an introduction that defines LEP and provides information on the need for programs for this population. Part I focuses on recruitment, emphasizing that a targeted recruiting effort helps LEP persons gain access to career-vocational programs. Part II emphasizes that assessment should not be used to exclude LEP persons from career-vocational programs and illustrates formal and informal methods of assessment. Part III describes and illustrates more than 15 ways for English-speaking career-vocational teachers to provide bilingual or multilingual instruction and to simplify and clarify their English for LEP students. Part IV describes vocational English as a second language (VESL), VESL lesson development, and techniques for teaching VESL. Part V emphasizes the role of counseling in programs for LEP students, and part VI provides suggestions for job placement for them. The final part explains the importance of a coordinator for the multiple facets of an LEP program. Recommendations for conducting the training workshop also are made. (KC)

ED 333 184 CE 058 208

Promising Practices for Special Needs Youth in Career-Vocational Education. Impact Programs.
Sonoma State Univ., Rohnert Part. CA. California Inst. on Human Services.
SPONS. AGENCY - California State Dept. of Education, Sacramento Div. of Career-Vocational Education.
PUB DATE - 90
NOTE - 175p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Agency Cooperation; *Ancillary School Services; Articulation (Education); *Career Education; Career Guidance; Cooperative Learning; Disabilities; Disadvantaged; Educational Finance; Financial Support; Formative Evaluation; Individualized Education Programs; Individualized Instruction; Integrated Curriculum; Limited English Speaking; Mainstreaming; Parent Participation; *Program Administration; Program Evaluation; Secondary Education; *Special Needs Students; Student Evaluation;

Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE - Oct 89
NOTE - 26p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Education; Educational Economics; Human Capital; *Investment; *Job Training; Postsecondary Education; *Program Costs; *Wages
IDENTIFIERS - *Return on Investment

Using information on time costs of training and gains in wages attributable to training, rates of return on training investments were compared. The range of estimates based on several data sets generally exceeds the magnitude of rates of return usually observed for schooling investments. It is not clear, however, that the difference represents underinvestment in job training. Two methods were used to estimate total annual costs of job training in the U.S. economy for 1958, 1976, and 1987. The "direct" calculation uses information on time spent in training and on wages. For 1976, costs so calculated amounted to 11.2 percent of Total Employment Compensation, which is about half of the costs of school education. In the "indirect" method, training costs were estimated from wage functions fitted to Michigan's Panel Study of Income Dynamics data. In 1976 the direct estimate amounted to between 65 percent and 80 percent of the indirect estimate based on the wage profile. The result provides strong support for the human capital interpretation of wage profiles. The estimates indicate a slower growth of training than of school expenditures in the past decades. Substitution of schooling for job training is a likely cause. (Twenty-eight references and five tables are included.) (Author/NLA)

ED 333 202 CE 058 264

Scribner, Sylvia; Sachs, Patricia
A Study of On-the-Job Training. Technical Paper No. 13.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Feb 90
NOTE - 107p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adult Education; Case Studies; *Communication (Thought Transfer); *Experiential Learning; Job Skills; Manufacturing Industry; *On the Job Training; Production Technicians; Supervision; Supplies; Trade and Industrial Education; Trainers; *Training Methods; Training Objectives
IDENTIFIERS - Stock Clerks

A case study of on-the-job training in a factory stockroom took a close look at the working milieu, the way experienced people did their jobs within it, and the means used to induct (train) newcomers into work activities. Stockroom work and stockroom training were considered to represent two different activity systems; the interplay of these two activities in the work environment was explored. The training study was conducted at a manufacturing plant that produced radio-frequency connectors and that had implemented a computerized inventory and production control system known as Manufacturing Resource Planning. As new persons were hired, they were assigned to experienced workers who took on the responsibility for their training. Training was a subsidiary to work and a dynamic construction into which these findings and references may be included. The document is arranged in alphabetical order and is indexed. (KC)

ED 333 220 CE 058 306

Roanoke Area 2 2 Program in Automated Manufacturing Technology. Vocational Education Project Final Report.
Roanoke City Public Schools, Va.
SPONS. AGENCY - Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE - 15 Nov 90
NOTE - 228p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Articulation (Education); Competence; Competency Based Education; *Computer Assisted Manufacturing; Cooperative Programs; Course Content; *Curriculum Development; Education Work Relationship; High Schools; Program Development; Program Implementation; *School Business Relationship; Task Analysis; *Technical Education; Two Year Colleges
IDENTIFIERS - 2 Plus 2 Tech Prep Associate Degrees; DACUM Process

The Roanoke Area 2 2 Project in Automated Manufacturing Technology was undertaken as a cooperative effort of area industries, government, and education to meet the needs of area industries. The program includes 2 years of technical training in high school combined with strong academic preparation and continues with 2 years of advanced technical training at the community college level. The curriculum was written by a curriculum team including representatives of all six participating school systems and Virginia Western Community College; industry representatives participated in Developing a Curriculum (DACUM) workshops to identify the duties and tasks necessary in the field of automated manufacturing. The project featured a strong public relations component because of the need to attract able students. The project was evaluated by Virginia Tech through survey forms, questionnaires, and rating sheets. Response to the project was positive and it has received several awards. The project is continuing student recruitment and expanding into other areas of automated manufacturing. (Following the first section, which is a short final report, most of this document is made up of project documents organized in six sections: project overview in the form of transparencies or handouts, DACUM/industry involvement; curriculum development, including tasks and competencies; public relations; awards and recognition; a 79-page evaluation; and five references. (KC)

ED 333 221 CE 058 309

Tidewater Regional Model for Articulation and Coordination of Nursing Education. Task Analyses Guides for Licensed Practical Nurses Pursuing an Associate Degree in Nursing.
Norfolk Public Schools, Va.
SPONS. AGENCY - Virginia State Dept. of Education, Richmond. Div. of Vocational and Adult Education.
PUB DATE - Oct 90
NOTE - 512p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Articulation (Education); *Associate Degrees;

national recognition, that have been recommended by recognized experts in the field, and that are required by federal legislation. Six states were chosen for study: Colorado, Florida, Georgia, Illinois, North Carolina, and Wisconsin. Findings indicate that the major issue facing state-level decision makers is the lack of agreement on a clear definition of what vocational education should be. There is also evidence that policy-makers, advisory groups, and researchers consider effective evaluation to be a top priority for vocational education research and development activities. In addition, grassroots efforts are underway to find ways to assist practitioners in using criterion-referenced occupational tests for the measurement of student progress, with those criteria being directly linked to analyses of on-the-job tasks. Additional trends include the evaluation of student progress on both broad transferable skills and task specific skills, the use of individualized educational plans, and locally directed evaluation. (The four tables in this report show the results of an analysis of these findings. They display the characteristics of state evaluation systems, the categories of state criteria, 28 recommended sets of criteria, and recommended steps for criteria use. Seven appendices include a 133-item bibliography; a list of 105 selected references; a list of 18 resources persons with addresses; consultant vitae; project personnel, activities, and timeline; work session materials packet; and recommended program criteria. A supplemental report includes recommendations for the evaluation of vocational and technical education for higher education and employment and training programs.) (KC)

ED 333 239 CE 058 345

Recommended Evaluation Criteria for Vocational and Technical Education in Indiana.
Phi Delta Kappa, Bloomington, Ind.
SPONS. AGENCY - Indiana State Commission on Vocational and Technical Education, Indianapolis.
PUB DATE - 30 Jun 89
NOTE - 67p.; For a related document, see CE 058 343.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Delivery Systems; *Evaluation Criteria; Evaluation Methods; Postsecondary Education; *Program Effectiveness; Program Evaluation; Secondary Education; State Agencies; State Programs; *Technical Education; *Vocational Education
IDENTIFIERS - *Indiana

Interest in evaluating vocational and technical education has increased with changes in the federally legislated evaluation requirements and the national interest in economic development. Recommendations have stressed mastery of basic academic skills and preparation for multiple jobs during the working years. Indiana's three-level system for delivering vocational education is comprehensive and facilitates program planning, delivery, and coordination. The coordinating body is the Indiana Commission on Vocational and Technical Education. The state-level administering agencies are the Commission on Higher Education, Department of Employment and Training Services, and Department of Education. Programs are conducted by 302 school corporations, 49 area vocational districts, 7 public postsecondary institutions, independent colleges and universities, private proprietary schools, community-based organizations, and other agencies. A study sponsored by the commission developed evaluation criteria, described the current evaluation system, and examined practices used to evaluate education in other states. The central focus of

Virginia. It discusses how and why the program was started, lists major goals of the program, and explains the pilot project which involved third-, fourth-, and fifth-grade students. The training of personnel is described and the basic format for mediation is presented in outline format. Feedback obtained from questionnaires and interviews from the student mediators, the general student body, and the faculty at Greer Elementary School is discussed. This descriptive feedback supported the conflict resolution programs as a viable way of reducing tension; enhancing student self-esteem; increasing student responsibility; increasing instructional time; and improving the skills involved in effective problem solving, communication, teamwork, and critical thinking. Other options for mediation in schools are suggested. Extensive appendixes include learning activities, survey forms, and student handouts. (48 references) (NB)

ED 333 259 CG 023 412

Benton, Carol L.
"Scripting" the Inner Child in Adult Children of Alcoholics: An Approach for Rehearsing Recovery.
PUB DATE - 90
NOTE - 19p.; Paper presented at the Annual Conference of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adult Children; *Alcoholism; *Family Characteristics; *Parent Child Relationship
IDENTIFIERS - *Children of Alcoholics

Performance terminology can be applied as a form of analysis to evoke unique understandings of the identity of adult children of alcoholics (ACoA). By observing ACoA meetings, one can see members relying on positive reinforcement, validation perceptions, rewriting and visualizing healthy parenting skills, and rehearsing more functional alternative behavior. It appears that creation and acknowledgement of inner selves become the primary means by which members construct identity. It is the inner child who can begin to show the individual how to take care of and parent the adolescent and young adult parts of the self. Members' descriptions of and scripting and rehearsing with these inner selves suggests a dynamic, performance approach to recovery. Identity for the adult child, then, may be a complex and creative reworking of the crisis of addiction into the drama of recovery. For some adult children of alcoholics in recovery, support groups can aid the individual in learning how to rewrite the past and practice healthier possibilities for the future. Some members of mutual self-help groups imagine dialogues with and take on the roles of child, adolescent, and young adult as a part of recovery work. Understanding these unique parts of the self is key to working through dysfunction and synthesizing the inner selves into a functional, recovering whole. These strategies provide hope and health to individuals who come from alcoholic homes as well as other children of trauma. (NB)

ED 333 260 CG 023 413

Benton, Carol L.
Survivors' Voices Breaking the Silence: Owning the Past.
PUB DATE - 90
NOTE - 41p.; Paper presented at the Annual Conference of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Action Research; *Alcohol Abuse; Alcoholism; *Community Action; Drinking; *Drug Abuse; Drug Use; Foreign Countries; *Prevention; World Problems
IDENTIFIERS - Canada

This document presents modified and updated papers from a symposium held to examine alcohol and drug abuse prevention efforts worldwide. It contains 32 papers from 11 countries; papers include: (1) "Community Action on Alcohol Problems: The Demonstration Project as an Unstable Mixture" (Robin Room); (2) "Perspectives on the Community in Action Research" (Harold Holder and Norman Giesbrecht); (3) "Democracy and Community Action Programs" (Stig Larsson); (4) "Problems of Action Research: Some Practical Experiences" (Marja Holmila); (5) "Addressing the Problems of Action Research in the Community: Lessons from Alcohol and Drug Education" (Michael S, Goodstadt); (6) "Paths Ahead for Server Intervention in Canada" (Eric Single); (7) "Environmental Design to Prevent Problems of Alcohol Availability: Concepts and Prospects" (Friedner D. Wittman); (8) "Conducting Community Action Research" (Ann Pederson, Susan Roxburgh, and Laura Wood); and (9) "Lessons from Community Action Research Experiences and Suggestions for Future Prevention Projects" (Norman Giesbrecht, Peter Conley, Robert Denniston, Louis Gliksman, Harold Holder, Ann Pederson, Robin Room, and Martin Shain). The other 23 papers consist of brief and extended case studies on particular action research projects that were recently completed or, in some cases, are underway. Reports of four workshops, the symposium program, and a list of contacts are appended. (NB)

ED 333 282 CG 023 436

Valued Youth Anthology: Articles on Dropout Prevention.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY - Texas Education Agency, Austin.; Texas State Dept. of Community Affairs, Austin.
PUB DATE - 89
NOTE - 110p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Collected Works - General (020)
DESCRIPTORS - *Dropout Prevention; *Dropouts; *High Risk Students; Potential Dropouts; Secondary Education

This document contains, in chronological order, all articles related to dropouts that have appeared in the Intercultural Development Research Association (IDRA) Newsletter from 1986 to 1989. The articles are: (1) "The Prevention and Recovery of Dropouts: An Action Agenda" (Robledo); (2) "Coca Cola Valued Youth Partnership Program Results of Second Year Evaluation" (Cortez and Penny-Velazquez); (3) "The Texas School Dropout Project: A Summary of Findings"; (4) "Valued Youth Partnership Program: Dropout Prevention through Cross-Age Tutoring" (Sosa); (5) "Attrition Rates as Indicators of School Dropouts" (Cardenas); (6) "Undereducated Youth in Texas: A Study of Macro-Community Dropout Rates" (Waggoner); (7) "The Economic Impact of the Dropout Problem" (Ramirez and Robledo); (8) "Trustee of Education Award" (Cardenas); (9) "Dropout Legislation Passed by Texas Lawmakers" (Cortez); (10) "Dropping Out" (Rust); (11) "Educating At-Risk Children: A Top National Priority"; (12) "Impact of the Valued Youth Partnership Program" (Johnson); (13) "Formulating a Plan for Dropout Prevention" (Cardenas); (14) "The Trials and Tribulations of Learning Science and Mathematics by At-Risk Students" (Schwartz); (15) "Attrition Rates for State Schools Show Increase" (Cardenas); (16) "Partnerships with Parents and Your Community:

mark next to any unclear words or items. Results were given to a small group of experts and a group of 50 high school students. The evaluative mean for each item was calculated and the highest ranked among them comprised the 150-item YDAS. This was administered as Part One of a five-part battery to a sample of 403 high school students 15-16 years of age. With the reliability and concurrent validity of the 150-item YDAS established the number of items was reduced from 150 to 70. The intervention, which was applied in school and community settings to 420 student and community participants) included the YDAS, a film and film rating scale, evaluation forms, and, in the community setting, a mock driving while intoxicated arrest. The YDAS results were disappointing. Although the YDAS appeared to be a valid and reliable diagnostic instrument, it may not be suitable for pre- and post-application to measure change. (BHK)

ED 333 301 CG 023 456

Wanat, Carolyn L.
Single-Parent Children and Middle Schools. Summary of Findings.
PUB DATE - 89
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Grade 7; Grade 8; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; *One Parent Family; Parent Attitudes; *Parent School Relationship; *Student Needs

This study examined the needs of single-parent children in the seventh and eighth grades and the schools' response to those needs. Thirty principals, single parents, and experts were interviewed; their opinions suggested questions for a survey that was mailed to principals (N=391) and single parents (N=253). The findings indicated that principals and single parents agreed single-parent children have special needs that affect their performance at school. These special needs included: (1) the need for stability and structure; (2) the need to feel accepted by teachers and peers; (3) the need for parental involvement in academic and non-academic areas; and (4) the need for extra time with adults talking abouth their feelings as they adjust to being members of single-parent families. Specific school responses to special needs mentioned included better communication between parents and schools; counseling with counselors or social workers or talk with sympathetic teachers; supervised study and recreational time; and cooperation with agencies in provision of services to single-parent families. Specific approaches are needed for single-parent children which address the structure of single-parent families, the role of the school, and home-school communications. (Recommendations based on study findings are included.) (ABL)

ED 333 302 CG 023 457

Youth and Alcohol: A National Survey. Drinking Habits, Access, Attitudes, and Knowledge.
Office of Inspector General (DHHS), Washington, DC.
PUB DATE - Jun 91
NOTE - 30p.; For a related document, see CG 023 458.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Alcohol Abuse; *Alcoholic Beverages; *Drinking; *High School Students; *Junior High School Students; National Surveys;

Opportunities Unlimited (NS-YOU) program on 30 adolescents aged 14 and 15. The NS-YOU summer program was designed by Nicholls State University to address the dropout problem among adolescents from low income families. This program provided remediation, counseling, and job training to 14- and 15-year-old adolescents in a 7-week on-campus setting. Both the NS-YOU subjects and a control group of 30 participants were pretested before the program began, and posttested at the termination of the program. Areas studied included academic achievement, self-esteem, and locus of control. The NS-YOU group either made gains or maintained functioning levels in all areas while participating in the program. During the same time period, the control group decreased in all areas. In the academic areas of reading and mathematics, the NS-YOU group's scores increased while the control group's scores decreased. In the area of self-esteem, the NS-YOU group's scores decreased slightly, while those of the control group decreased drastically. The NS-YOU group decreased their level of locus of control, while those in the control group increased their scores, indicating a more external locus of control. Overall, immediate effects of the NS-YOU program proved to be positive and helpful to the participants. In a 6-month follow-up the NS-YOU participants maintained the gains made on the posttest and surpassed their control group counterparts in all areas. (LLL)

ED 333 322 CG 023 478

Barkdoll, Sharon L.
The Relationship between Life Affirming Constructs and Teachers' Coping with Job Related Stress and Job Satisfaction.
PUB DATE - Mar 91
NOTE - 63p.; Paper presented at the Society of Behavioral Medicine Scientific Sessions (12th, Washington, DC, March 20-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Coping; Elementary Secondary Education; *Job Satisfaction; Mental Health; *Self Motivation; *Stress Management; *Teachers

Research has shown that for teachers, job satisfaction is related more to intrinsic rewards than to the external conditions of their employment. However, the coping strategies for teachers' stress and recommendations for reforms in education address the teachers' external environment and offer extrinsic rewards. Positive mental health variables such as positive affect, dispositional optimism, and self-esteem have been shown to be related to intrinsic motivation, coping with unavoidable stress, and increased job involvement. Positive affect is related to extraversion, satisfaction, and subjective well-being. Individuals high in positive affect tend to form positive impressions of others and to make positive judgments about others. For individuals high in positive affect, increases in stress do not necessarily diminish feelings of energy, excitement, and enthusiasm. Dispositional optimism promotes problem focused coping and the seeking of social support, which buffers the effects of stress. Teachers high in self-esteem have high aspirations and expectations for themselves and their students. Some researchers feel that high levels of self-esteem are a basic requirement for effective teaching. Recent studies revealed that self-esteem provides an internal source that helps the individual cope with stress, and suggests that the life affirming constructs can be developed and enhanced in individuals. Sixty four references, 4 tables and 2 figures are attached. (LLL)

ED 333 323 CG 023 479

(2) a new pedagogy is needed with authentic tasks that involve the teacher as learner and the student as doer; (3) the "New Majority" needs to increase coherence and intellectual engagement in urban, commuter settings; and (4) the "New Literacy" requires new coalitions and partnerships. At Indiana University-Purdue University at Indianapolis, a project which lends computers to students to take home extends the class beyond the classroom by including faculty, administrators, students, and computing services personnel, as well as experts from other universities, in the resulting discussions. To effect future goals it is practical and reasonable to ask for help from the government, vendors, the students, and the community. (Two notes are included; 23 references are attached.) (PRA)

ED 333 344 CS 010 601

Mory, Edna H.; And Others
The Effects of Adjunct Questions on Learning Text Material: The Time Factor.
PUB DATE - 91
NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Higher Education; *Learning Strategies; *Questioning Techniques; Reading Processes; Reading Research; Testing; Text Structure; *Timed Tests
IDENTIFIERS - *Adjunct Questions; Florida State University

A study tested the effects of timed versus untimed practice using text passages containing inserted adjunct questions. These effects were measured in terms of performance on repeated, related, and unrelated test questions. Subjects were 47 college students in Florida randomly assigned to one of two groups. One group was allowed a fixed amount of time to complete the practice, while the other group was allowed an unlimited time to complete the same practice. Results indicated that the time factor did not have a significant impact upon scores across the three types of test questions. (One table of data is included.) (Author/RS)

ED 333 345 CS 010 602

Ediger, Marlow
Issues in the Reading Curriculum.
PUB DATE - 91
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Educational Objectives; Elementary Secondary Education; *Reading Instruction; *State Standards; *Student Evaluation; *Student Motivation; *Time on Task
IDENTIFIERS - Educational Issues

Pros and cons are in evidence in objectives, learning activities, and evaluation procedures emphasized in the teaching of reading. Specific issues include: (1) state mandated objectives in reading; (2) time on task for students when ongoing learning opportunities in reading are in evidence; (3) a logical versus a psychological curriculum; (4) extrinsic versus intrinsic motivation; and (5) observable results versus subjective means of evaluating learner progress. Definite recommendations are made pertaining to synthesizing each of these issues. Reading specialists and teachers should not go overboard in any one extreme in any of them. (RS) stimuli. (One figure of data is included; a list of the singular-plural pairs presented in the study is attached.) (Author/RS)

ED 333 366 CS 010 629

Boland, Theo
Lezen op Termijn: een onderzoek naar de ontwikkeling van de leesvaardigheid in het basisonderwijs en de invloed daarvan op de schoolloopbaan in het voortgezet onderwijs (Reading for the Future: A Longitudinal Study of Reading Development in Primary School and Its Implications for the School Career in Secondary School).
PUB DATE - May 91
NOTE - 250p.; Ph.D. thesis, Catholic University of Nijmegen (Netherlands).
LANGUAGE - Dutch
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS - *Academic Achievement; Cross Sectional Studies; Decoding (Reading); *Elementary School Students; Elementary Secondary Education; Foreign Countries; Higher Education; Longitudinal Studies; *Reading Ability; Reading Comprehension; Reading Research; *Secondary School Students; Spelling
IDENTIFIERS - *Netherlands

A longitudinal research project studied the development of the reading ability of Dutch primary school students and its consequences for their school career in secondary education. Data were gathered on 310 students from 24 Dutch primary schools over a period of 8 years. A longitudinal reading model (with decoding, reading comprehension, and spelling ability as latent variables) was constructed, which formed the heart of a longitudinal school career model in which other variables (like general knowledge, advice from the primary school regarding which level of Dutch secondary education best suited the student, level of secondary education in the first and second year, and social and cultural background) were included. The differences between model assumptions and empirical data were tested using Lisrel procedures. Together, the variables in the final model explained about 80% of the variance in the second year of secondary education. Findings provide a better and more detailed picture of the complex interrelations between reading and spelling ability in primary education, indicate that longitudinal analysis is superior to cross sectional analyses on different time points, and make more specific the notion that reading and spelling ability in primary education affect the secondary school career. (One hundred and sixty-six references and seven appendixes are attached.) (SR)

ED 333 367 CS 212 656

Hong, Zhang; Smith, Carl, Comp.
Developing Oral Language. Learning Package No. 1.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 65p.; For other learning packages in this series, see CS 212 657-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Communication Skills; Creative Dramatics; Distance Education; Elementary Secondary Education; Inservice Teacher

General (020)
DESCRIPTORS - *Cognitive Processes; Distance Education; Elementary Education; Higher Education; Inservice Teacher Education; *Language Acquisition; Phonics; *Reading Comprehension; *Reading Instruction; Reading Processes; *Reading Research; Schemata (Cognition); Teaching Methods; *Theory Practice Relationship
IDENTIFIERS - Strategic Reading

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on reasearch about teaching and learning reading is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

ED 333 393 CS 212 682

Simic, Marge, Comp.; Smith, Carl, Ed.
The Computer as an Aid to Reading Instruction. Learning Package No. 27.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 50p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Computer Assisted Instruction; Computer Software; Distance Education; *Educational Technology; Elementary Secondary Education; Higher Education; Holistic Approach; Inservice Teacher Education; Microcomputers; *Programed Instructional Materials; *Reading Instruction; Reading Programs; Reading Writing Relationship; Teaching Methods; Writing Instruction
IDENTIFIERS - Adventure Games; Interactive Fiction

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on computer use in reading is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

ED 333 394 CS 212 683

Collins, Norma, Comp.; Smith, Carl, Ed.
Reading Programs for Gifted Readers. Learning Package No. 28.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 43p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Academic Achievement; *Academically Gifted; Creative Activities; *Critical Reading; Distance Education; Elementary Secondary Education; Higher Education; Individual Differences;

Salvatore, Anne
The Single-Topic Composition Class: Theory and Practice.
PUB DATE - 21 Mar 91
NOTE - 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Discourse Modes; *Freshman Composition; Higher Education; Learning Motivation; Learning Processes; *Rhetoric; *Writing Processes; Writing Skills; Writing Strategies
IDENTIFIERS - Contextual Thinking; Discourse; *Rhetorical Competence; Topic Units; *Writing Contexts

Topic knowledge, discourse knowledge, and contextual awareness are now considered crucial for "good writing" by many writing researchers. It is time for writing instructors to stop conducting composition classes as though substantive knowledge is a far lesser issue than "rhetorical skill." Composition teachers can offer significant, in-depth topical knowledge as well as an accompanying conceptual framework and a knowledge of the discourse, by simply immersing the class in a single topic for a whole semester. Continued immersion in the focused topic will provide a gestalt or framework for the content knowledge, allowing the students to explore the various perspectives, to make connections, to perceive the topic's complexities, and to infer its recurrent questions. Use of a single topic, however, does not preclude teaching discourse conventions. A writing teacher does know and can point out, for example, that a social science article under consideration uses empirical studies and statistical evidence, while a philosophy article employs reasoning as evidence. Another benefit of using a single topic is that an in-depth treatment of complex ideas will excite students about the material, and help to motivate them. (Sample student evaluations and a list of readings with annotations for a "Personal Relationships Unit" are attached.) (PRA)

ED 333 420 CS 212 857

Morris, Barbra S., Ed.
Writing To Learn in Disciplines: Detroit Teachers Combine Research and Practice in Their Classrooms.
Detroit Public Schools, Mich.; Michigan Univ., Ann Arbor.
PUB DATE - 20 Apr 91
NOTE - 157p.; A Detroit Public Schools/University of Michigan Collaborative Publication.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - College School Cooperation; English Instruction; Graduate Study; Higher Education; High Schools; *Lesson Plans; Mathematics Instruction; Middle Schools; Science Instruction; Social Studies; Teacher Administrator Relationship; Teacher Role; *Theory Practice Relationship; *Writing Across the Curriculum
IDENTIFIERS - Detroit Public Schools MI; *Writing to Learn

Illustrating Detroit, Michigan, teachers' own writing-to-learn activities, this manual represents the product of course work by middle and high school science and humanities teachers enrolled in a graduate course entitled 'Leadership in Writing across the Curriculum." Sections of the manual include: (1) 'Writing in Science Classes"; (2) 'Writing in English Classes"; (3) "Writing in Math Classes"; (4) 'Writing about Social Studies Content"; (5)

necessary to the literary experience, potentially compounding the difficulty of literary texts. Teachers' questions should guide students as they move toward their own interpretive horizons. In questioning and sharing experience, students and teachers become empowered to embrace the difficulties unique to literary reading. (Forty references are attached.) (SG)

ED 333 440 CS 212 881

Touponce, William
Literary Theory and the Notion of Difficulty. Report Series 4.7.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Cognitive Psychology; Critical Theory; *Critical Thinking; Educational Philosophy; Higher Education; Language Role; Literary Criticism; Metaphors; *Reader Text Relationship
IDENTIFIERS - Aesthetic Reading; Barthes (Roland); Derrida (Jacques); Lacan (Jacques); *Literary Theory; *Textuality

The works of French literary theorists Jacques Lacan, Jacques Derrida, and Roland Barthes reflect a view of the text as the primary object of investigation for any discipline in the human sciences. Each of the three has been involved with pedagogical reforms within French cultural institutions: Derrida with the teaching of philosophy, Lacan with psychoanalytical training, and Barthes with literature teaching. In Barthes' view, reading should not be constrained by literary convention or equated with the consumption of writing, and writing should not be confined to professional writers, teachers, and intellectuals. Lacan applied Freudian principles to communication, and introduced the notion of the text as a chain of signifiers. The "true" meaning of a text, Lacan believed, was to be found in gaps in the text, which interpretation would fill. To Derrida, there is no non-metaphorical standpoint from which to perceive the order and the demarcation of the metaphorical field. Derrida's deconstruction explodes the opposition of the metaphoric and the proper in a text, so that reading requires a double reading of the text. Barthes concluded that reading could still be taught in the schools, if the function of the institutional codes was clearly identified and the accomplishments of liberal secular schooling was maintained but directed toward deciphering codes. (Forty references are attached.) (SG)

ED 333 441 CS 212 882

Nystrand, Martin
Making It Hard: Curriculum and Instruction as Factors in Difficulty of Literature. Report Series 4.8.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)

Howell, Charles
Composition and Professional Education: A Case Study of an Engineering Student.
PUB DATE - 23 Mar 91
NOTE - 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Case Studies; Higher Education; Professional Education; Rhetorical Theory; Teacher Role; *Technical Writing; *Writing Attitudes; *Writing Instruction; Writing Research; Writing Teachers
IDENTIFIERS - Academic Discourse Communities; Syracuse University NY

A case study of a senior in mechanical engineering was undertaken to test the hypothesis that rhetorical theory can help students make sense of specialized discourse. The essay the subject finally produced concerning the rhetorical features in a technical engineering paper extended the claim she made at the beginning of the study: the text of the engineering report was devoid of rhetorical nuance--to an outsider it was opaque, and to an insider it was transparent. The subject already had a detailed knowledge of the social context in which the technical paper was written: her problem came in trying to write about her profession to nonspecialists. The subject never took up the rhetorical approach to language advocated by the instructor. What she did do, though, was explore how to represent her intellectual experience to outsiders. To the extent that students at the sophomore level or higher are "advantaged" writers (demonstrating competence in very limited writing assignments in their major), the advantage of a general writing course is difficult for them to see. It is up to composition teachers to help them find that value, and to do so, teachers need to immerse themselves in students' academic experience, seen from their own point of view, and to entice them to extend their intellectual projects to the point where they confront challenges of literacy. (RS)

ED 333 461 CS 212 910

Hicks, Kim
Negotiation, Authority and Confidence: Freshmen Writers Collaborate.
PUB DATE - Mar 91
NOTE - 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *College Freshmen; *Expository Writing; *Freshman Composition; Higher Education; Negotiation Impasses; Student Attitudes; *Writing Attitudes; *Writing Difficulties; *Writing Processes
IDENTIFIERS - *Collaborative Writing

Collaborative writing is a "messy" process which reveals much about the ways students struggle to write alone as well as with others. Two sections of an undergraduate college writing class were assigned a collaborative essay, to be written in small groups. In many groups, students could not negotiate or communicate with each other. The process notes of six students in two such "dysfunctional" groups reveal some student strategies for negotiating authority in co-writing groups, and suggest what those

Between Schools: Inter-Classroom Collaboration.
PUB DATE - 19 Apr 91
NOTE - 15p.; Paper presented at the Annual Conference on Computers and English (4th, Old Westbury, NY, April 19, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Audience Awareness; *Computer Networks; *Electronic Mail; Higher Education; Peer Evaluation; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Strategies
IDENTIFIERS - Incarnate Word College TX; Saint Marys University of San Antonio TX; Writing Contexts

Computer technology such as telecommunications software and electronic mail allowed students in advanced writing courses at Incarnate Word College and St. Mary's University in Texas to exchange comments about their papers. The intention of the writing teachers was to emphasize the role that invention and planning play in writing, to highlight the social aspect of writing, and to make collaboration more meaningful. Students read three books, wrote four formal papers, and kept a journal. Existing computer technology on the two campuses, while not ideal, proved manageable. Towards the end of the course, students not only reported feeling more comfortable with computers, but attending more to style so that readers could understand their work. They also said that they were rewriting more, and were feeling more comfortable and fluent as writers. One commonly reported problem, however, was that although the students quickly learned how to send each other messages, the comments were often pedestrian. It is possible that the students were paying more attention to the technology than to the substance, that they missed the non-verbal and verbal signals exchanged in usual class conferences, and that reading from the computer screen tended to emphasize spelling errors rather than organization, use of evidence, and creativity. Ideas for future classes included BITNET and INTERNET connections with students hundreds of miles away or in other countries, as well as collaborations between high school and college students. (PRA)

ED 333 482 CS 212 931

Frankinburger, Patricia
An Annotated Bibliography of the Literature Dealing with the Effects of Student Attitude and Teacher Behaviors on Writing Apprehension and Composition Quality.
PUB DATE - 91
NOTE - 45p.; Exit Project, Indiana University at South Bend.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131), Dissertations/Theses - Undetermined (040)
DESCRIPTORS - *Class Activities; Elementary Secondary Education; Higher Education; *Student Attitudes; *Student Characteristics; Teacher Behavior; Teaching Methods; *Writing Apprehension; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS - Indiana University South Bend

This annotated bibliography describes research on the characteristics of apprehensive writers and on methodology which has been found useful in reducing anxiety and increasing writing achievement. Following an introduction, 27 annotations (dating from 1976 to 1990) are presented. A summary, conclusions, and recommendations follow. A 33-item bibliography is attached. (SR)

ED 333 483 CS 212 932

Buckingham, David
Media Education: The Limits of a Discourse.
PUB DATE - Apr 91
NOTE - 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Critical Theory; *Critical Viewing; *Discourse Analysis; Elementary Secondary Education; Foreign Countries; Mass Media; *Popular Culture
IDENTIFIERS - Academic Discourse; *Great Britain; *Media Education; Media Experience; Media Literacy

What is the value and what are the consequences of students gaining access to "critical" academic discourses about the media? Ideally, the acquisition of an academic discourse should make it possible for students to reflect on their own experience in a systematic and rigorous way. Nevertheless, a critical discourse about the media may sanction a rationalistic approach to popular culture, which fails to engage with children's subcultural experiences and their emotional engagement with the media. It may result in a superficial irony, or indeed a contempt for popular pleasures, which is merely complacent. In Great Britain, the implications of this debate in terms of developing a critical pedagogy in media education remain to be explored. The Vygotskyan perspective may offer a productive alternative to the rather sterile opposition between advocates of progressive and conservative approaches to critical pedagogy. While acknowledging the central importance of children's existing knowledge and the need for active learning, it also stresses the necessity of students acquiring and participating in dominant academic discourses. While it is true that giving children access to privileged discourses is vital, it is equally important that they should learn to interrogate them. The claim that academic discourse is inherently scientific and thus superior to the ideology of popular discourse must be open to question. The concepts and methods of analysis that teachers introduce to students must be seen, not as neutral tools for the acquisition of knowledge, but as themselves ideological. (Fifty-one notes are included; 59 references are attached.) (PRA)

ED 333 505 CS 507 485

Stanton, Donal J.
There Is No Sound Pedagogical Linkage between Teaching Argumentation and Forensics.
PUB DATE - 5 Apr 91
NOTE - 8p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Tampa, FL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Advocacy; Class Activities; *Course Content; *Debate; Higher Education; *Persuasive Discourse; *Teaching Methods
IDENTIFIERS - *Argumentation Theory; Debate Theory

Given the nature of current forensic practices, there is no sound pedagogical linkage between argumentation and forensics. The past 30 years have witnessed a consistent decline in the scope and diversity of forensic activities, and forensics has become synonymous with contest debating. Debate has become a technical, specialized, jargonized activity understood only by professional debaters and coaches. Yet many authors of debate texts and many improvement efforts. The casebook format tells the strategies, problems, and diverse actions of educators focusing on the "how" of leading a school into and through the change process. A nautical metaphor captures much of what is known about school change using the following six elements: (1) getting launched; (2) establishing a destination; (3) supporting the crew; (4) navigating; (5) ports of call; and (5) not alone at sea. Editor-written text introduces research-based concepts and suggests key issues to think about. Complementing this are case descriptions written by California educators about California middle-grades education that provide concrete examples. Comments and discussion questions help stimulate analysis. (MLF)

ED 333 525 EA 022 724

Filby, Nikola N., Ed.; And Others
Resource Guide for Middle Grades Reform: A Casebook for School Leaders.
County Superintendents' Association of California.; Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Sep 90
NOTE - 211p.; For a related document, see EA 022 723.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Brainstorming; Change Strategies; *Educational Change; Intermediate Grades; Junior High Schools; *Leadership Training; Metaphors; *Middle Schools; Organizational Change; Resistance to Change; *Resource Materials; *School Restructuring; Worksheets; *Workshops

The resource guide consists of a Metaphor Module which is designed to be conducted with an audience of school leadership teams. Teams from several schools, in the same district or in different districts, can come together for the day-long workshop. The morning is spent learning the language of a nautical journey as a metaphor for the middle-grades reform process; the afternoon focuses on asking questions as a critical activity to support targeted and effective school reform. An outline of the module lists time, training sequence, and materials and equipment, followed by supplementary material. Appended are lists of the following resources for middle grades: state and national reform documents; California League of Middle Schools Publications; professional organizations; National Middle School Association (NMSA) annotated publication resources; NMSA video resources; California Department of Education Office of Middle Grades Support Services; Regional Networks of Middle Grades Partnership and Foundation Schools; Regional Networks of Middle Grades Partnership Schools Expansion Network; California Curriculum Projects; California State Department of Education publications; major themes from "Caught in the Middle: Educational Reform for Young Adolescents in California Schools," characteristics of middle-grade students distilled from five writers; and a two-page summary of "Caught in the Middle." (MLF)

ED 333 526 EA 022 798

Duttweiler, Patricia Cloud; Mutchler, Sue E.
Weaving a New Paradigm: Steps to Organizing for Excellence.
Southwest Educational Development Lab., Austin, Tex.

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Administrator Education; *Classroom Observation Techniques; *Effective Schools Research; Elementary Secondary Education; Instructional Effectiveness; Mentors; *Principals; *Professional Development; Teacher Effectiveness; *Teacher Evaluation; Teacher Supervision
IDENTIFIERS - Ohio; *TRIVET Program

A research-based administrative training program prepares principals and mentor teachers to evaluate classroom instruction. Since 1986, nearly 300 principals and teachers have participated in the Techniques of Responsive Intervention to Validate Effective Teaching program (TRIVET), which has been offered as a graduate course and year-long workshop. As a staff development program, TRIVET uses principal/teacher collaboration to diagnose instructional programs and prescribe reforms. As part of the larger process to assess student performance levels, the program focuses on the following correlates from effective schools research: the principal's instructional leadership; quality of classroom teaching; and teacher expectations for student success. The program's four processes of data collection are obtained from the effective schools literature: the preobservation conference; "scripting," or data gathering during classroom observation; the postobservation conference; and action planning. The criteria for effective instruction are derived from the teacher effectiveness research and include planning; behavior management; organization of time, space, and materials; learning climate; student assessment; instructional methods; and oral and written communication. The overall implication is that by offering suggestions for improved classroom instruction, the principal can facilitate improved teacher effectiveness, thereby enhancing student achievement levels. An observation conference interview form is included in the appendix. (112 references) (LMI)

ED 333 545   EA 023 042

March, Judith K.; Crisci, Pat E.
Change in Staff and Student Performance As a Function of an Effective Schools Approach to Staff Development.
PUB DATE - Apr 91
NOTE - 60p.; Paper presented at the Conference-Within-A-Convention of the National Council of Professors of Educational Administration at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, March 1, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Academic Achievement; Collegiality; *Effective Schools Research; Elementary Secondary Education; Instructional Effectiveness; Instructional Improvement; *Professional Development; School Effectiveness; Self Evaluation (Groups); *Staff Development; *Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS - *Ohio; *TRIVET Program

A process to initiate recommended reform initiatives based on effective schools correlates and teacher effectiveness research is described in this report. Using the Achievement Formula, school districts conducted indepth self-studies of their instructional programs to compare student achievement levels with student ability and to determine the extent to which school context variables such as attendance, climate, and instructional leadership impact student achievement. Outcomes included school districts to implement state goals for improving achievement, graduation, and attendance rates. Districts and individual schools were required to develop accountability committees involving parents, staff, students, and community members in planning and evaluating school and district programs. Colorado Springs School District Eleven's implementation of the school reform legislation at the district and building levels is described in this paper, which presents a conceptualization of accountability at the building level as influenced by national, state, and central office contexts and implementation efforts. A conclusion is that the implementation process's slow start and limited success were due in part to the incompatibility of accountability activities with conducting "business as usual." Those aspects of "business as usual" that counteract accountability efforts include: (1) impatience with existing commitments; (2) untrained educators for effective implementation; (3) lack of financial support for reform efforts; (4) failure to solicit and apply constituents' input; and (5) a frustrated public. A conclusion is that Colorado's accountability program was well-intentioned but enacted without analysis of districts' and schools' implementation capacities. A recommendation is to set more realistic expectations. One figure is included. (LMI)

ED 333 566 EA 023 074

Maehr, Martin L.
Changing the Schools: A Word to School Leaders about Enhancing Student Investment in Learning.
PUB DATE - Apr 91
NOTE - 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Academic Achievement; Administrator Role; Discipline; *Educational Environment; Elementary Secondary Education; Grouping (Instructional Purposes); Instructional Leadership; Leadership Responsibility; Learning Activities; Learning Motivation; Recognition (Achievement); Scheduling; Student Evaluation; *Student Motivation; Teaching Methods

After defining the school learning environment as a collage of various goal stresses and discussing relationships between motivation and achievement explored in recent research, this document explains the need to change school culture and climate in order to enhance student motivation. Policy and procedural areas where change may be desired are discussed: (1) instructional activities; (2) authority; (3) recognition of students; (4) instructional grouping; (5) student evaluation; (6) scheduling. In addition, a table outlines the focus, goals, and strategies for change in each area. Last, the importance of school leaders' roles in educational change is reviewed. (52 references) (CLA)

ED 333 567 EA 023 076

Yang, Aicheng
China's School Curriculum Reforms in the 1980s: Achievements and Problems.
PUB DATE - 91
NOTE - 28p.; Paper presented at the New England Educational Research Organization (Portsmouth, NH, April 24-26, 1991).
LANGUAGE - English

model's credibility. Finally, median summaries of the data by grade are presented and compared to an across-grade model. Findings are as follows: (1) the pattern of the rate magnitude distribution in grades 1-6 suggests a negative exponential function as the target population is depleted across the grades; (2) the retention rate magnitudes show a pronounced tendency to peak at the beginning of each grade level; (3) this finding is supported by shifts in the magnitude of the peaks following the move from a junior high to middle school configuration; and (4) simple equations fit the patterns logically and empirically. A conclusion is that the simulation approach offers an unobtrusive way to investigate patterns of different populations in the retention pool. Five figures are included. (6 references) (LMI)

ED 333 587 EA 023 106

AIDS/HIV Education: Developing Policies and School-Community Partnerships.
Canadian Association of School Administrators, Toronto (Ontario).; Shannon and McCall Consulting Ltd., Ottawa (Ontario).
SPONS. AGENCY - Department of National Health and Welfare, Ottawa (Ontario). Federal Centre for AIDS.
PUB DATE - Mar 90
NOTE - 105p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; Agency Cooperation; Community Cooperation; Disease Control; Elementary Secondary Education; Foreign Countries; *Health Education; Health Programs; *Policy Formation; Program Development; *School Community Relationship
IDENTIFIERS - *Canada

Suggestions for long-term policy development to prevent the spread of the AIDS/HIV virus through promoting healthy behaviors and strengthening school-community partnerships are offered in this report. Goals of the booklet are to provide information on AIDS education in relation to recent changes in curriculum design, materials, and research; encourage the development of school district policies that utilize a comprehensive health education approach and school-community partnership; and provide guidelines for assessment and planning. The first section summarizes recent developments in curriculum goals, criteria for evaluating educational materials, and excerpts from the Canada Youth and AIDS study. The study describes sexual behaviors among youth and discusses the rationale and benefits of a school-community partnership. The second section provides assessment and planning tools for the development of comprehensive, long-term AIDS/HIV education policies. The recommendation is made for individual community development. The third section discusses the development of a school-community partnership and offers strategies for implementation. Three tables and three figures are included. (LMI)

ED 333 588 EA 023 111

Jackson, Shelley
State Plans for the Education of Homeless Children and Youth: A Selected Survey of Thirty-Five States.
Harvard Univ., Cambridge, Mass. Center for Law and Education.
PUB DATE - Jun 90
NOTE - 82p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)

information, disability information, services information (formal support systems), consumer concerns, educational information, social information (informal support systems), and employment information. A wide range of disabling conditions was reported, including arthritis, diabetes, substance abuse, visual impairment, heart problems, orthopedic disorders, and emotional disorders. Only 25% of the survey population was employed. Access to transportation, affordable housing, and medical care were viewed as problems. Lack of outreach from social service agencies was of primary concern. Less than half of those surveyed felt satisfied that social agencies treated them with respect and dignity, and only a third were satisfied with advocacy efforts in the community. This final report of the research project describes the people involved in the study, development of the survey instrument using the Concerns Report Method, implementation of the survey, results, conclusions, and recommendations. Appendices, which comprise over half of the report, contain administrative correspondence, a training agenda, job description of the on-site coordinator, interviewer project evaluation, information on outreach to minorities with developmental disabilities, and other administrative materials. (Includes 27 references.) (JDD)

ED 333 610   EC 300 361

Schacht, Robert M.; Minkler, Sam A.
The Voluntary Temporary Relocation of Rural Disabled American Indians: An Investigation of Factors Contributing to Vocational Rehabilitation Outcome. Final Report. Project Number R-17.
Northern Arizona Univ., Flagstaff. Native American Research and Training Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 91
NOTE - 118p.; Title on cover page varies slightly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *American Indians; Delivery Systems; *Disabilities; *Outcomes of Treatment; Participant Satisfaction; Performance Factors; Rehabilitation Programs; Relocation; Rural Areas; *Rural Population; Rural to Urban Migration; Transfer Policy; *Vocational Rehabilitation
IDENTIFIERS - Arizona; Navajo (Nation)

This study examined the temporary voluntary relocation of rural disabled American Indians to urban areas for vocational rehabilitation (VR) services. An introductory chapter examines the pattern of migration (both nationally and in Arizona), reasons for migration, the federal policy of relocation, and the relocation of American Indians with disabilities. Information was collected on 947 cases of American Indian vocational rehabilitation clients who were served by Navajo and Arizona vocational rehabilitation programs during 1984-1987; this group included a relocation sample of 76 Native Americans. The relocation sample is compared to control groups and described in terms of such service outcomes as personal factors, agency factor, public support, economic factor, disability factor, service factor, case history, and case closure. Factors associated with favorable rehabilitation outcome included living with a small number of people, completing more than 10 years of formal education, participating in a variety of activities, and having a source of support other than public assistance. Interviews conducted with 21 of the relocated subjects found that the majority felt that their quality of life was good to very good, even though many of them were unemployed, and that their quality of life changed for the better after VR. (37

Secondary Students Completing Occupational Education Programs at School Districts and BOCES.
New York State Education Dept., Albany. Div. of Occupational Education Programs.
PUB DATE - Dec 90
NOTE - 20p.; Photographs will copy poorly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Community Programs; *Cooperative Education; Education Work Relationship; Employment Patterns; Graduate Surveys; *High School Graduates; High Schools; *Outcomes of Education; *Program Effectiveness; *State Programs; *Vocational Education; Work Experience Programs
IDENTIFIERS - *New York

The State of New York conducted a follow-up study of the 76,000 students who completed an occupational education program in New York in 1987. Students were followed up by mail and telephone interviews, with an overall rate of return of 67 percent. Some of the major findings of the study were the following: (1) for all occupational education completers, 91 percent were employed, attending a postsecondary program, or in the military; (2) 89 percent of students available for employment were employed; (3) approximately 53 percent of cooperative education students were employed after high school and 36 percent were continuing their education; (4) 87 percent of disadvantaged students who completed an occupational education program were employed, attending a postsecondary program, or in the military; and (5) 83 percent of handicapped students who completed vocational education programs were employed, in a postsecondary program, or in the military. (The document briefly describes the findings, survey methods, and rates of return for various occupational subjects and educational agencies. Results are reported for New York City; the Big Four cities--Buffalo, Rochester, Syracuse, and Yonkers; programs offered by the Boards of Cooperative Educational Services; and programs offered by local educational agencies.) (KC)

ED 333 105 CE 057 784

Camilleri, Christine; And Others
An Inside Approach: Organizing Integrated Learning Opportunities.
Frontier Coll., Toronto (Ontario).
PUB DATE - Oct 90
NOTE - 91p.; A product of the Partners in Learning Program. Produced by the Cleveland Communications Group, Inc., Toronto.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adult Basic Education; *Adult Learning; *Adult Literacy; Adults; Community Organizations; Educational Opportunities; Foreign Countries; *Integrated Activities; *Learning Activities; Learning Motivation; Participation; Volunteer Training
IDENTIFIERS - *Canada

This guide is intended to help people improve their reading, writing, and numeracy skills within existing organizations, services, or community activities. It is divided into two sections. The first gives some background information on literacy in Canada, adult learners, and the rationale for integrating learning into existing opportunities. The second focuses on implementing the approaches. Planning and organizing learning initiatives, recruiting participants, developing options and documents, evaluations of or guides to adult literacy computer courseware. Section one is a general courseware information listing organized by subject. The following information is provided for each of 507 listings: (1) subject; (2) title; (3) level; (4) source (one or more of the five documents); (5) evaluation; (6) types; (7) computer system used; (8) publisher; and (9) price. Seven types of courseware are listed: (1) drill and practice; (2) exercise; (3) educational game; (4) simulation; (5) tutorial; (6) test or assessment tool; and (7) utility or tool. Section two is a listing of courseware descriptions and comments in alphabetical order by title. In the third section, addresses and phone numbers are provided for 101 courseware publishers. (NLA)

ED 333 125 CE 058 072

Project PACT (Parent and Child Together). Final Performance Report.
Scotland County Memorial Library, Laurinburg, NC.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 26 Nov 89
NOTE - 55p.; Photographs in news releases will copy marginally.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Adult Programs; *Intergenerational Programs; Library Extension; *Literacy Education; Parent Child Relationship; *Parent Education; Picture Books; *Reading Instruction; Story Reading; Student Recruitment
IDENTIFIERS - *Family Literacy; *North Carolina (Scotland County)

An intergenerational literacy program designed to help adults learn to read to their children or grandchildren, called PACT (Parent and Child Together), was conducted by the Scotland County (North Carolina) Memorial Library. The project trained two tutors in the storybook method of teaching reading and also gave the essentials of the method to two other volunteers. A public awareness campaign was conducted to recruit students. However, during the year-long project, the amount of time needed for developing public awareness and recruiting students was found to be longer than anticipated. The project was revised so that the project director worked with students at the local literacy council using the storybook approach. Books were provided for the students to take home to read to their children or grandchildren. The 10 students served liked the approach, and some who had not learned to read using phonics read a book for the first time. A computer was purchased and proved popular with students at a low reading level. (Appendixes to the report include a brochure describing the program, which was disseminated to all North Carolina libraries and literacy groups; copies of local newspaper articles about the program; a flier cooperatively produced with local groups; a list of suggested books for an intergenerational literacy project; and examples of some of the types of recruitment used.) (KC)

ED 333 126 CE 058 073

Buchanan, Nancy K.
Adams County Public Library (ACPL) Literacy Program. General Information and Narrative Report September 1988-October 1989.
Adams County Public Library, Thornton, CO.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 28 Dec 89
NOTE - 21p.

PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Accountability; *Admission Criteria; Allied Health Occupations Education; *Equal Education; Evaluation Criteria; Excellence in Education; Higher Education; Outcomes of Education; Program Effectiveness; Program Evaluation; *Quality Control; *Radiographers; *Radiologic Technologists; Selective Admission

The current emphasis in education on accountability is tending toward "push-button accountability." The challenge is to evaluate access and retention as well as other educationally relevant goals to define "quality" or "accountability." In higher education, accountability should be proven through assessment and should consist of proof that what one says students receive from the educational experience is what they really get. Radiologic technology programs have traditionally gone beyond the minimal requirements set forth for accountability in colleges. The demand for accountability will lead to new ways to prove quality. The concept of value-added education will become more important and will be increasingly used as a measure of quality. Basic questions that will be asked can be subdivided into Access indicators and Quality indicators. The radiologic technology educator will need to support outcomes measures. The profession has adopted accountability demands as can be seen in the "Essentials and Guidelines of an Accredited Program for the Radiographer." In an "outcomes" environment, there is a definite need to be proactive. Admissions standards in radiography and radiation therapy with their focus on equity represent a sample action strategy. The "Essentials" allow for institutional prerogative while focusing on matters of objectivity so that programs may choose students they feel will be productive radiographers. (23 references) (YLB)

ED 333 145 CE 058 123

Dowd, Steven B.
Adult Education in Radiologic Technology: A Review.
PUB DATE - Jun 91
NOTE - 36p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Accountability; *Adult Education; *Adult Learning; Allied Health Occupations Education; *Andragogy; Educational Philosophy; Literature Reviews; Models; Professional Continuing Education; *Professional Education; *Radiologic Technologists; Student Motivation

In almost all its aspects, radiologic technology education is adult education. Boyle's (1981) adult learning model has four components: (1) the learner in terms of motivation; (2) learning as a change process; (3) the experiential role of education; and (4) the facilitative role of the educator. Andragogy, as defined by Knowles (1977, 1980), is a set of assumptions about adult learning (e.g., adults desire and implement a tendency toward self-directedness as they mature). When the critical thinking literature is compared with andragogy, it is found that many assumptions and lack of assumptions are similar. The two aspects of adult education most relevant to radiologic technology educators are teaching entry-level adult students, and continued professional education. Littlefield (1991) suggested that adult education, as related to radiologic technology, must define the broad mission of adult education, review philosophical assumptions, and combat some common misconceptions. The literature indicates that radiologic technologists need to participate in continuing education from a standpoint of accountability rather than mandate. Research on radiologic technologists' participation

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - General (020), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Acculturation; *Adult Basic Education; *Adult Literacy; *Basic Skills; Case Studies; Computer Uses in Education; Economically Disadvantaged; Educational Methods; *Educational Research; Elementary Secondary Education; Faculty Development; Foreign Countries; Functional Literacy; *Illiteracy; Interpersonal Relationship; Minority Groups; Models; Research Utilization; Teacher Education; Teaching Methods; Volunteers
IDENTIFIERS - Canada; Europe; United States

This publication contains 21 reports that explore and document literacy. Following an introduction (Jean-Paul Hautecoeur), the first part deals with literacy in North America. Reports are "Functional Illiteracy and the 'New Literacy'" (Jean-Pierre Velis); "Literacy Policy in Quebec: An Historical Overview" (Jean-Paul Hautecoeur); "Literacy and the Assimilation of Minorities: The Case of Francophones in Canada" (Serge Wagner); "Adult Illiteracy in the United States: Rhetoric, Recipes, and Reality" (Mike Fox, Catherine Baker); "Generous Supply, Flagging Demand: The Current Paradox of Literacy" (Jean-Paul Hautecoeur); and "Those Indians Are Trouble" (Noella McKenzie). The papers in the second part deal with Europe: "Toward a European Space for Adult Literacy and Basic Education" (Pierre Freynet); "Linking Research and Practice--Ten Examples of Adult Literacy Research in Britain" (David Barton, Sally Murphy); "Understanding Everyday Literacy" (David Barton); "Is There an Illiterate Culture?" (Dominique Brunetiere et al.); "Women and Illiteracy" (Fie van Dijk); "The Adult Literacy Movement in Ireland" (Noel Dalton et al.); "Research Behind a Language Textbook for Adults in Basic Education" (Franca van Alebeek, Tineke Krol); "Illiterates and Literacy Training: The Federal Republic of Germany Has Its Share" (Helga Rubsamen, Gertrud Kamper); "Basic Skills Involved in Learning to Read and Write, or Two Literacy Teachers Take Research into Their Own Hands" (Gertrud Kamper, Helga Rubsamen); "Social Interactions and the Teaching of Reading and Writing in Underprivileged Areas" (Jacques Fijalkow); "The Role of Homework Schools in the Prevention of Illiteracy" (Veronique Marissal); "A Methodological Model for a Literacy Program Involving Adults and Preschool Children" (Anna Lorenzetto); "Methodology for Sociocultural Animation in Spain's Underprivileged Rural Areas" (Thomas Gonzalez, Florentino Fernandez); "Computers and Literacy: The LABO (Laboratoire d'apprentissage de base par ordinateur, or Computerized Basic Skills Lab) Project" (Jean-Louis Berterreix); and "Multimedia Open Instruction for Low-Level Target Groups" (Bernard Obled). (YLB)

ED 333 165   CE 058 169

Palan, Earl; Feasley, Sue Ed.
Food Production, Management, and Services: Introduction. Second Edition. Teacher Edition.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE - 91
NOTE - 273p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Communication Skills; Competency Based Education; *Dining Facilities; *Food Service; *Foods Instruction;

Summative Evaluation; *Vocational Education; Vocational
Evaluation; Youth
IDENTIFIERS - *Promising Practices

This compilation describes self-selected programs and is a guide for ideas and possible solutions to problems for educational personnel serving special needs populations. Programs are categorized by 19 exemplary career-vocational education components. These components and the five major areas into which they are grouped are as follows: (1) program administration (strong administrative leadership and support; sufficient financial support; formative program evaluation; summative program evaluation); (2) curriculum and instruction (individualized instruction; integration of academic and vocational curricula; appropriate instructional setting; cooperative learning experience); (3) comprehensive support services (assessment of individual's interests and abilities; instructional support services; ongoing career guidance and counseling); (4) formalized articulation and support (parental involvement and support; notification of both students and parents regarding vocational opportunities; vocational educators' involvement in individual education planning; formalized transition planning; intra- and inter-agency collaboration); and (5) occupational experience opportunities, placement, and follow-up (work experience opportunities; job placement services; and follow-up of graduates and non-graduates). Each description provides the following information: program name; school site; contact person; telephone number; audience served; overall school/program setting; component description; and indication of other components under which the school/program is listed. An index lists the 30 schools/programs and the components under which each is listed. (YLB)

ED 333 185 CE 058 209

A Guide to Understanding the Educational Excellence through
Career-Vocational Education Project. Impact Programs.
California Univ., Davis. Dept. of Applied Behavioral Sciences.
SPONS. AGENCY - California State Dept. of Education, Sacramento.
Div. of Career-Vocational Education.
PUB DATE - 89
NOTE - 51p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Career Counseling; *Career Education; *Curriculum
Development; *Dropout Prevention; *High Risk Students; *Outcomes
of Education; *Program Implementation; School Counseling;
Secondary Education; Videotape Recordings; Vocational Education

This booklet was developed to accompany the videotape that summarizes the results of the project, "Educational Excellence through Career-Vocational Education." The 3-year project generated development of a comprehensive guidance plan, initiated curriculum review, involved counselors with teachers and curriculum, provided a means for closer working relations between vocational and nonvocational teachers, and raised school staff awareness of career and vocational education. Academic achievement levels and student attendance increased, and the dropout rate decreased. The guide contains specific background information, project outcomes, and observations about changing a school's philosophy and environment. Also included in appendices are the 42 objectives of the project and a list of resources that describe how the project schools incorporated the objectives into their sites. The guide lists 18 references and 7 resources. (KC) factors entered: supervisors' views of how to train; level of management implementing the training; composition of the stockroom work force; and union policies. Training was not planned but "took shape." Since training was assimilated into ongoing work practices, trainees were exposed only to routine work events. Analysis of the technical and communicative processes that structured training-and-work within training dyads showed that trainers incorporated talk into the training process and explained the work as it was done. Talk and work performance went on in tandem. (70 references) (Author/YLB)

ED 333 203 CE 058 265

Kett, Joseph F.
From Useful Knowledge to Vocational Education 1860-1930. Conference Paper No. 11.
National Center on Education and Employment, New York, NY.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jan 90
NOTE - 45p.; Paper presented at the Conference, "Education and the Economy: Hard Questions, Hard Answers" (Brewster, MA, September 5-7, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Business Education; Continuing Education; *Educational History; *Educational Trends; Education Work Relationship; *Evening Programs; Postsecondary Education; *Proprietary Schools; Secondary Education; Trade and Industrial Education; United States History; *Vocational Education

The history of vocational education in the United States from 1860-1930 is seen from a different perspective than that in existing accounts of the rise of mass vocational education. In this perspective, vocational education is defined broadly as encompassing professional training, including training for professions that emerged in that era (such as accounting), and evening and extension classes of colleges and universities. Although most advocates of vocational education in the public schools focused on "industrial" education--education for factory work--the demand for commerce-oriented vocational courses exceeded that for industrial courses. A major role was played by proprietary (profit venture) schools, especially correspondence schools, which enrolled an astounding number of students during this period. The majority of students who took vocational courses between 1890 and 1930 did so not as teenagers in public high schools but as adults who had already commenced their working careers. During this time, however, prominent educators such as John Dewey called for a kind of vocational education relating job skills and underlying sciences, aimed at preparation for a mobile career, and taking place in full-time institutions. Starting in the 1920s and continuing into the 1930s, the model of full-time, school-based vocational training began to replace prior models of evening classes. (103 reference notes) (KC)

ED 333 204 CE 058 268

Health Care Reform: America's Dilemma. Report on the National Meeting (Boston, Massachusetts, November 28-29, 1990).
Labor/Higher Education Council, Washington, DC.
PUB DATE - Nov 90
NOTE - 109p.
LANGUAGE - English

Competence; *Competency Based Education; Course Content; *Curriculum Development; *Degree Requirements; Medical Services; Nurses; *Nursing Education; Practical Nursing; Two Year Colleges; Units of Study
IDENTIFIERS - Virginia (Tidewater)

This instructional guide includes the curriculum for two complete and separate courses to be taught at the associate degree level. The first six units of the guide are the course content for a 2-3 semester hour course, "Transition from Licensed Practical Nurse (LPN) to Associate Degree Nursing (ADN)." The entire content of the guide, 19 units in all, comprise the course content for a 15-17 semester hour course, "Alternative Intensive Education for Licensed Practical Nurses." Content of the courses was developed after review of the competencies taught in licensed Practical Nursing and Associate Degree Nursing programs in the Tidewater region of Virginia. Each unit consists of a content/concept area, tasks/competencies, performance objective, enabling objectives, criterion-referenced measure, instructional activities, tools and materials lists, suggested audiovisuals, and selected references. Topics covered in the units include orientation to ADN education; communication; caring for clients; assisting clients to adapt and change; fluids, electrolytes, and acid-base balance; nursing interventions; role relationships/dysfunctional behavior; dysfunctions of the integumentary, sensory, gastrointestinal tract, endocrine, musculoskeletal, neurological, respiratory, cardiovascular, hematopoietic, reproductive, and renal systems; and acquired immunodeficiency syndrome. A matrix comparing competencies and materials used in developing the curriculum, such as articulation agreements, a public relations committee report, and a script for a nursing video, are included in the guide. (KC)

ED 333 222 CE 058 310

Arvidson, Lars; Rubenson, Kjell
Education and Training of the Labour Force in the EFTA Countries. Report Prepared to the Seminar "New Challenges in the Education and Training of the European Workforce" (Stockholm, Sweden, June 13-14, 1990).
National Swedish Board of Education, Stockholm.
PUB DATE - 91
NOTE - 65p.; For related final report and presentations, see CE 058 311-312.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adult Education; Educational Finance; Educational Legislation; Educational Opportunities; Foreign Countries; *Job Training; *Labor Force Development; Unemployment; *Vocational Education
IDENTIFIERS - Austria; Finland; Iceland; Norway; Sweden; Switzerland

This report reviews adult education policies within the European Free Trade Association (EFTA). It asserts that human resources and their impact on the economy depend on the kind of education and training the labor force receives. The main features of governance and finance, participation patterns, and present concerns are discussed. An appendix comprising the bulk of the document includes information on the following countries: (1) Austria; (2) Finland; (3) Iceland; (4) Norway; (5) Sweden; and (6) Switzerland. A summary of all EFTA countries and each separate country report contain the following sections: (1) laws, rules, and conventions; (2) training leave and the right to train; (3) who is trained; (4) the cost of vocational training; (5) financing of vocational training; (6) types of vocational training; and (7) training of the recommended criteria is on program effectiveness. Process criteria can be used when assessing the extent to which effectiveness criteria have been attained. The goal has been to find the balance between minimal reporting for the agency and the information required to evaluate the programs. (Twenty-five references and an appendix--effectiveness and process criteria for evaluating Indiana Vocational and Technical Education--are included.) (NLA)

ED 333 240 CE 058 346

Professional Development for Occupational Specialist: Diagnostic Basic Skills Testing. Final Report March 14, 1989 to June 30, 1990.
Indiana Association of Area Vocational Districts, Inc., Speedway.; Indiana Univ., Bloomington.
SPONS. AGENCY - Indiana State Dept. of Education, Indianapolis.
PUB DATE - 30 Jun 90
NOTE - 34p.; For related documents, see ED 319 973-975 and CE 058 347-348. Project #88-4741.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Basic Skills; Beginning Teachers; *Diagnostic Tests; Field Tests; Minimum Competency Testing; Models; Professional Development; Secondary Education; Standards; State Programs; Statewide Planning; *Teacher Certification; Teacher Education; Teacher Qualifications; Test Interpretation; Test Reliability; Test Validity; Vocational Education; *Vocational Education Teachers
IDENTIFIERS - Indiana; *Occupational Specialists; *Test of Adult Basic Education

An Indiana project developed a model diagnostic basic skills testing program with statewide application for teachers certified under the Occupational Specialist Rules. Fifteen commercially produced tests were reviewed for adoption. The set of criteria that guided the selection process included technical aspects and application factors. The TABE instrument and system were field tested in Spring 1990 with a sample of first-year vocational education teachers certified at the Occupational Specialist I level. The sample included 26 teachers at 3 sites. The appropriateness of the test and the utility of the information were substantiated. A cost study suggested that the Basic Skills Testing Program was relatively inexpensive. (Appendixes include a list of project personnel, description of TABE, field test data, and cost study data.) (YLB)

ED 333 241 CE 058 347

Professional Development for Occupational Specialist: Beginning Teacher Assistantship and Professional Development Plan. Final Report.
Indiana State Univ., Terre Haute. School of Technology.
SPONS. AGENCY - Indiana State Dept. of Education, Indianapolis.
PUB DATE - 13 Jul 90
NOTE - 60p.; For related documents, see ED 319 973-975 and CE 058 346-348.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Beginning Teacher Induction; *Beginning Teachers; *Helping Relationship; Material Development; *Mentors; *Professional Development; Secondary Education; State Programs; Statewide Planning; Teacher Certification; Teacher Education;

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adults; *Child Abuse; Family Relationship; *Incest; *Journal Writing; *Sexual Abuse

For the adult survivor of incest, the evolution from victim to survivor occurs in complex and creative ways. Often journal writing can be a means of exposing and exploring past abuse. The process of journal writing is special in that it allows the adult survivor to break the silence and shame imposed by the perpetrator while remaining essentially invisible and safe. The journal text is a private, reconstructed world in which the text's speaker is also its audience. The act of writing in a journal is essentially performative because of this audience. This paper relies on a textual analysis of selected published journal excerpts to explicate the implied audience embedded in survivors' journals. An examination of implied audience is meaningful to initially understand how survivors thematize, contextualize, and work through past abuse. (37 references) (NB)

ED 333 261 CG 023 414

Barer, Barbara M.; Johnson, Colleen L.
Loneliness and Solitude in Late Late Life.
SPONS. AGENCY - National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE - Nov 90
NOTE - 21p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (43rd, Boston, MA, November 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Interpersonal Relationship; *Loneliness; *Older Adults; *Social Isolation; Widowed
IDENTIFIERS - *Solitude

In American society, being alone is confounded with the concept of loneliness which has a negative image suggesting deficits in an individual's life situation. It is possible, however, that with advancing age the need for sociability decreases. This study examined the issues of loneliness and being alone among a sample of 150 older adults. Both qualitative and quantitative data were collected. Respondents answered open-ended questions about their satisfaction with their social life and discussed relations with various family members to reveal their level of social integration and supports received. Respondents noted issues that were of concern to them and described stresses they had experienced. The Bradburn Affect Balance scale was administered as a measure of loneliness. The findings revealed that 79% of the respondents were unmarried and 58% lived alone. Almost two-thirds were widowed; of those who had children, almost one-third had lost a child; and less than one-half had a surviving sibling. Despite the fact that 70% had some functional impairment that limited their mobility, few complained of being lonely. On a four-point scale, 54% reported never feeling lonely, 10% rarely experienced loneliness, 24% reported some loneliness, and only 12% reported frequent feelings of loneliness. The findings suggest that the respondents attach their own meaning to being alone, and experience solitude rather than loneliness. (NB)

ED 333 262 CG 023 415

Davis, Robert E.
Power Redesigned: Identification and Methodology for Constructive Power.

How Adult and Community Education Can Help" (Whitney); (17) "Valued Youth Partnerships Tutors Are Honored for Helping Others Succeed"; (18) "Acceleration: The Rapidly Growing Crisis of Illiteracy in Our Modern Workplaces" (McCullough); (19) "The Innovative Approaches Research Project: Employing Research Findings to Improve Instruction for Limited English Proficient Students" (Rivera); (20) "Typology Sets the Stage for Dropout Prevention Action"; (21) "Tennessee's Government Attacks Dropout Problem with 15-Point Initiative to Focus on At-Risk Students"; (22) "AT&T Grant Awarded to IDRA for Helping At-Risk Students"; (23) "Texas Dropouts Revisited: 1989" (Cardenas); (24) "Parental Involvement: A 'Valued' Component for Children to Succeed in School" (Guzman, Montemayor, and Raisor); (25) "Parents Working for Our Valued Youth" (Ramos); (26) "IDRA Workshops for Parents of Pre-K Children" (Sosa); (27) "Communicating with Parents Via Television" (Garza); (28) "Parental Involvement Conference--A Wonderful Success" (Guzman); (29) "ASPIRA and IDRA Join Forces to Battle Dropout" (Napoles); (30) "How Do I Value You? Let Me Count the Ways" (Montemayor); (31) "Addressing School Dropouts" (Cardenas); (32) "Effective Schools: The Multicultural Perspective. A Strategy for Responding to the Needs of At-Risk Students" (Scott); and (33) "Partners for Valued Youth: Year One Progress Report" (Supik). In addition to the articles, the document contains a keyword index and information about the contributors. (NB)

ED 333 283   CG 023 437

Waggoner, Dorothy
Texas School Dropout Survey Project. Volume 1: Magnitude of the Problem--Census Analysis.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY - Texas Education Agency, Austin.; Texas State Dept. of Community Affairs, Austin.
PUB DATE - 31 Oct 86
NOTE - 126p.; For related documents, see ED 279 752 and CG 023 438-443.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - *Black Youth; *Cultural Differences; *Dropouts; Employment Potential; Grade 9; *Hispanic Americans; *Racial Differences; Secondary Education; *Secondary School Students; Sex Differences; Unemployment; Whites
IDENTIFIERS - *Texas

Volume 1, the first of eight publications developed by the Intercultural Development Research Association as part of the "Texas School Dropout Survey Project," looks at the magnitude of the school dropout problem in Texas. It presents data on dropouts, dropout distribution and rates by type and size of place, dropout trends nationally, dropout distribution and rates in Job Training Partnership Act Service Delivery Areas, and dropouts in service delivery areas in Texas. Several findings from the study are presented, including the findings that: (1) Hispanic youth were more likely in 1980 to have left school prior to completion of 12th grade than their Anglo contemporaries; (2) nearly one-half of the 1980 Hispanic dropouts had completed less than ninth grade; (3) male dropouts had higher civilian employment rates than their contemporaries as a whole, with Blacks being less likely to be employed than either Hispanics or Anglos; (4) many more Black youth than Hispanics or Anglos were "discouraged workers"; (5) young women who had not completed high school had lower employment rates than their female contemporaries as a whole; and (6)

Secondary Education

In response to public health concerns and the adverse health consequences of alcohol abuse, a national sample of junior and senior high school (7th through 12th grade) students (N=956) was surveyed to determine how they obtained, viewed, and consumed alcohol. Based on the findings it was estimated that: (1) 51% of junior and senior high school students have had at least one drink within the past year; (2) junior and senior high school students drink 35% of all wine coolers sold in the United States and 1.1 billion cans of beer each year; (3) more than 5 million students have binged; 3 million within the last month; 450,000 binge at least once a week; (4) more than 3 million students drink alone, more than 4 million drink when they are upset, and less than 3 million drink because they are bored; (5) students lack essential knowledge about alcohol and its effects; (6) 9 million students received their information about alcohol from unreliable sources; (7) 7 million students are able to walk into a store and buy alcohol; (8) students accept rides from friends who had been drinking; and (9) parents, friends, and alcoholic beverage advertisements influence students' attitudes about alcohol. (The weighting procedure used for estimating is described in the appendix.) (BHK)

ED 333 303 CG 023 458

Youth and Alcohol: A National Survey. Do They Know What They're Drinking?
Office of Inspector General (DHHS), Washington, DC.
PUB DATE - Jun 91
NOTE - 26p.; For a related document, see CG 023 457.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Alcoholic Beverages; *Drinking; *High School Students; *Junior High School Students; *Knowledge Level; National Surveys; Secondary Education

In response to public health concerns and the adverse health consequences of alcohol abuse, a national sample of junior and senior high school (7th through 12th grade) students (N=956) was surveyed to determine their knowledge about alcoholic and non-alcoholic beverages. Alcoholic and non-alcoholic beverages from stores close to each school were purchased, and displayed during the interview. Each student was asked whether each beverage did or did not contain alcohol, which contained the most alcohol simply by looking at the bottles, and which contained the most alcohol after reading the labels. A high alcohol-content fortified wine was included in all interviews regardless of whether it was locally available. Findings indicated: (1) two out of three students were not able to distinguish alcoholic beverages from non-alcoholic beverages; (2) in most states, beer and other malt beverage labels did not disclose alcohol content; (3) the alcohol content of beverages was a mystery to students; and (4) more than a third of all students did not that know that the high-fortified wine previously mentioned contained alcohol. Recommendations are made that the Surgeon General should work with the beverage industry, State, and Federal officials to improve the labeling and packaging of alcoholic and non-alcoholic beverages; and, consult with public and private agencies to develop, improve, and promote educational programs which would increase student awareness of alcoholic beverages and their effects. (BHK)

ED 333 304 CG 023 459

Cho, WenChun

Skager, Rodney; And Others
Biennial Statewide Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11. Winter 1989-90.
SPONS. AGENCY - California State Dept. of Justice, Sacramento.
PUB DATE - Nov 90
NOTE - 129p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Adolescents; Cultural Differences; Drinking; *Drug Use; Grade 7; Grade 9; Grade 11; Incidence; Secondary Education; Secondary School Students; Sex Differences; State Surveys; Student Attitudes; Trend Analysis
IDENTIFIERS - *California

The third Attorney General's California Student Substance Use Survey was conducted between December 1989 and March 1990. A total of 6,282 students in grades 7, 9, and 11 participated. The primary focus was the extent to which declines in the use of drugs other than alcohol observed in the 1987-88 survey persisted, and whether the decline included alcohol. Also, the survey sought to determine whether any changes had occurred regarding the proportion of youth classified as high-risk users. A drop in alcohol use was registered among students in all three grade levels. This occurred despite evidence that intensive alcohol promotion in our society tends to neutralize alcohol prevention for young people. Further declines were also registered in the use of most other drugs, especially marijuana and cocaine, among older students. Finally, there were parallel drops in the percentages of students who were drunk or high. Other results provide at least tentative support for the hypothesis that adolescents who engage in high-risk drug use are a relatively resistant subgroup with respect to the antidrug messages currently being disseminated. Furthermore, alcohol use continues to prove itself more resistant to prevention efforts. In addition, there is a large group of adolescents who did not participate in the survey because they left school. Alcohol and other drug use among these youth is likely to much higher than among those remaining in school. Survey instruments and administration guidelines are appended. (LLL)

ED 333 324 CG 023 480

Richardson, Robert B.; Rayder, Nicholas F.
Self-Esteem Research Guides: School Achievement and Self-Esteem.
PUB DATE - 87
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - *Academic Achievement; Child Development; Elementary Secondary Education; *Parent Role; *Self Esteem; *Teacher Role

Three self-esteem research guides, based on research data collected for the California Task Force to Promote Self Esteem, are presented. This research supported the belief that low self-esteem is directly related to low school achievement and school dropout. These assumptions are stated: (1) self-esteem can be measured; (2) a person's self-esteem can be changed; (3) change in a child's self-esteem can be directly influenced by a friend, a parent, a teacher, or another caring person; and (4) parents and teachers are critical players in developing a child's self-esteem. Each guide includes a chart that indicates the age and grade level appropriate for the research findings; a summary and explanation

ED 333 346 CS 010 603

Fine, Kerry Kinney; Lehnertz, Mary Jane
Retention of Minnesota College Students: Reading, Writing and Remedial Education. Working Paper No. 2.
Minnesota House of Representatives, St. Paul. Research Dept.
PUB DATE - Oct 90
NOTE - 70p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Academic Aptitude; *College Preparation; College Students; Dropout Research; Educational Research; *Enrollment; Graduation Requirements; Higher Education; High Schools; *Post High School Guidance; *Remedial Instruction; *School Holding Power; *Student Characteristics
IDENTIFIERS - *Minnesota

A study examined the transition from secondary to post-secondary education and the opportunities for academic preparation and planning available to Minnesota secondary students. Data concerning post-secondary enrollment patterns, curriculum, planning, and remedial and developmental studies were gathered from a number of sources. Extensive results included the following: (1) statewide, 77% of public high school juniors planned to enroll in some type of post-secondary institution immediately after high school; (2) state high school graduation requirements fall far below the preparation that most four-year Minnesota colleges expect but that only the University of Minnesota and some liberal arts colleges require; (3) students' opportunities for post-secondary planning depend on the secondary schools in which they are enrolled; (4) just over 15% of all community college students in a year are enrolled in courses that community colleges term remedial/developmental; and (5) many students, including some who had opportunities, are attending college without sufficient preparation to do the work required there. (Five tables, eight figures, and three maps of data are included; five maps of post-secondary system attendance rates by school district and an appendix containing remedial/developmental course descriptions of the state university system are attached.) (RS)

ED 333 347 CS 010 604

Raines, Shirley C.; Canady, Robert J.
More Story Stretchers: More Activities To Expand Children's Favorite Books.
PUB DATE - 91
NOTE - 254p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Beginning Reading; *Books; *Childrens Literature; *Class Activities; Early Childhood Education; Integrated Activities; *Learning Activities; Reading Materials; *Young Children
IDENTIFIERS - *Active Learning

This book is the second of a series of books on a literature-based curriculum for early childhood and primary education which provides teaching ideas for active learning based on the stories in children's favorite books. Suggestions and activities for 90 books are organized under the following headings: (1) "I Am Me, I Am Special, Look What I Can Do!"; (2) "Families"; (3) "Friends";

Education; Language Acquisition; Language Arts; *Oral Language; Story Telling; Teacher Behavior; Teacher Student Relationship; Teaching Methods

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on developing oral language is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 368 CS 212 657

Chao, Han-Hua; Smith, Carl, Comp.
Expanding Thematic Units beyond the Textbook. Learning Package No. 2.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 42p.; For other learning packages in this series, see CS 212 656-705. Some material in this packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Class Activities; Distance Education; Elementary Secondary Education; Inservice Teacher Education; Instructional Improvement; Journal Writing; *Language Arts; *Thematic Approach

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on expanding thematic units beyond the textbook is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 369 CS 212 658

Smith, Carl, Comp.
Using Folk Literature. Learning Package No. 3.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 37p.; For other learning packages in this series, see CS 212 656-705. Some material in this packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Childrens Literature; Class Activities; Cultural Context; Distance Education; Elementary Education; *Folk Culture; Inservice Teacher Education; Literary Genres; Literature Appreciation; *Story Telling
IDENTIFIERS - *Folktales

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on using folk literature is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the

Inservice Teacher Education; Program Descriptions; *Reading Instruction; *Reading Material Selection; Reading Strategies; Student Motivation; Teaching Methods

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on reading programs for gifted readers is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

ED 333 395 CS 212 684

Chao, Han-Hua, Comp.
Organizing the Classroom for an Expansive Reading Curriculum. Learning Package No. 29.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 48p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Class Activities; *Classroom Environment; *Classroom Techniques; Curriculum Development; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Instructional Effectiveness; Integrated Activities; Learning Processes; *Reading Programs; Reading Writing Relationship; Self Motivation; Teacher Student Relationship; Teaching Methods
IDENTIFIERS - *Reading Motivation

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on classroom organization for an expansive reading curriculum is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

ED 333 396 CS 212 685

Simic, Marge, Comp.; Smith, Carl, Ed.
Vocabulary Expansion Improves Reading and Learning. Learning Package No. 30.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 49p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Learning Processes; Learning Theories; *Reading Comprehension; *Reading Improvement; Reading Research; Reading Strategies; Student

"Using Writing To Learn To Improve Administration and Support Teaching"; (6) "Student Voices"; and (7) "Detroit Teachers' Plans and Concerns: Toward Dissemination of Writing To Learn throughout the Curriculum." Appendixes include a course description, an agenda for a panel program, a course evaluation report, a magazine article "A Partnership in Education," and a 32-item bibliography for writing to learn in the secondary school. (RS)

ED 333 421 CS 212 858

Erwin, Barbara
The British Approach to Writing: A Look at Characteristics of Effective Programs.
PUB DATE - 90
NOTE - 20p.; Shorter version in: "Reading: Exploration and Discovery," v13 n1 Fall 1990.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Classroom Environment; Elementary Education; Foreign Countries; *Instructional Effectiveness; Program Descriptions; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics; *Writing Instruction
IDENTIFIERS - *Childrens Writing; *United Kingdom; Writing Contexts

Research on effective writing programs suggests that writing be taught in the context of a program that allows students to grow, learn, try, and try again, as they become proficient at the task of communicating. Three categories of behaviors facilitate this process: (1) teacher characteristics such as patience, understanding, interest, and high personal standards; (2) an environment that is supporting, flexible, and organized to provide a sense of community; and (3) learning opportunities which are varied, interesting, and relevant. Examples of these characteristics can be found in classrooms in the United Kingdom. The example of schools in the United Kingdom demonstrates that schools can and do integrate language arts, and in so doing, produce scholars who are highly literate, well-read, productive members of society. (A table listing characteristics of effective writing programs is included; 24 references are attached.) (RS)

ED 333 422 CS 212 859

Widdicombe, Richard Toby
"Building the Perfect Beast": Assessing the Effects of CMI (Computer-Managed Instruction) on the Teaching of, and Student Writing about, Literature.
PUB DATE - 19 Apr 91
NOTE - 10p.; Paper presented at the Annual Conference on Computers and English (4th, Old Westbury, NY, April 19, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Computer Managed Instruction; *Educational Assessment; Essays; *Literature Appreciation; Secondary Education; *Technological Advancement; *Writing Assignments; *Writing Instruction
IDENTIFIERS - Text Factors

Measuring the effects of computer-managed instruction (CMI) on the teaching of and student writing about literature involves more than having students write and then evaluating their performance. Measurement is made difficult by the fact that the computer technology used in instruction is in a state of flux. Variation of

DESCRIPTORS - Classroom Environment; Classroom Research; Difficulty Level; Grade 8; *Instructional Effectiveness; Junior High Schools; *Literature Appreciation; *Questioning Techniques; Recall (Psychology); *Teacher Behavior
IDENTIFIERS - *Response to Literature

A study reexamined data from an earlier study of the effect of teacher questioning techniques on students' understanding of and responses to literature. Data were reexamined for instructional correlates of difficulty of recall and difficulty of depth of understanding. Subjects, 1,041 students in 58 eight-grade English classes in 16 midwestern urban, suburban, and rural schools, took a test consisting of a set of increasingly more probing questions concerning five literature titles they had studied in class that year. Additional data included teacher and student questionnaires concerning instructional practices and student backgrounds, and class observations. Control measures included a brief personal essay and a multiple-choice test and a written response to two brief stories and one poem from the National Assessment of Educational Progress. The study was also controlled for race, ethnicity, sex, socioeconomic status, and grade level, since a few schools included seventh-grade students in eighth grade classes. Results indicated that: (1) curriculum and instruction significantly affected the difficulty or ease that students experienced with literature; (2) the absence of frequent, extensive writing was by far the most significant factor in handicapping students' recall and understanding; and (3) different instructional practices potentially complicate literature in different ways. (Three tables of data are included; 22 references are attached.) (RS)

ED 333 442 CS 212 883

DeLawter, Jayne
Teaching Literature: From Clerk to Explorer. Report Series 5.1.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Childrens Literature; English Instruction; Grade 4; Intermediate Grades; *Literature Appreciation; Reading Instruction; Reading Teachers; Student Writing Models; Teacher Role; *Teaching Models; *Theory Practice Relationship
IDENTIFIERS - Literary Theory; *Teaching Perspectives

Many schools expect teachers to act as curriculum clerks, carrying out decisions about subject matter and classroom management. A promising new metaphor for professional educators is that of teacher as explorer, the leader of an expedition into unfamiliar territory. The image of explorer changes the perspective on teaching goals and roles and frees instructors to consider new alternatives and traditions which promote exciting practices in the classroom. A classroom illustration demonstrates the theoretical underpinnings and practical possibilities of the "explorer" metaphor. In this classroom students first wrote with a partner about a main character in "Dear Mr. Henshaw" to describe what they thought she was like and to jot down questions they had about her. Following that activity, students reflected strategies mean for these writers as individuals. One of the most difficult tasks for first-year students is making the leap between writing that is purely expressive, and writing which is analytic. The problem is not that students are unable to think in these ways; rather, it may be that they do not see that this kind of thinking is applicable to their own writing. For most students, opinion and emotion are much the same thing, so negotiating about writing makes very little sense. Their inability to work with each other thus helps to explain their difficulties when faced with individual writing tasks which ask them to interpret information or construct arguments. Discussion of the difficulties collaboration entails could be a way to make critical thinking seem more real for the students, and suggest ways by which they can, through negotiating with each other, begin to write beyond the rather claustrophobic confines of "self." Whatever its frustrations, writing with others can teach students a great deal about the writing they do as individuals. (PRA)

ED 333 462 CS 212 911

McComiskey, Bruce
Plato's Critique of Rhetoric in the "Gorgias" (447a-466a): Epistemology, Methodology, and the Lyotardian Differend.
PUB DATE - 22 Mar 91
NOTE - 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Discourse Analysis; *Rhetoric; *Rhetorical Criticism
IDENTIFIERS - Classical Rhetoric; *Gorgias of Leontini; *Plato of Athens; Relativism; Rhetoric as Epistemic; Socrates; Sophists

The uncritical acceptance of Plato's treatment of sophistic doctrines (specifically in Plato's dialogue the "Gorgias") in the university has resulted in an impoverished contemporary view of sophistic rhetoric. Since Socrates' foundational epistemology allows for the knowledge of immutable truth and Gorgias' relativistic epistemology does not, there is a differend between them. Had Plato presented Gorgias' epistemology and methodology accurately, as he does Socrates's, most fourth century B.C. Athenian citizens would have preferred Gorgias' arguments, since democracy depends on the ability to change the opinions of others and the willingness to allow personal own opinions to be changed. For the Athenian citizens to admit to the possibility of perfect knowledge--attainable only through the Platonic negative dialectic--would require them also to deny the validity of their own democratic power structure. Thus, in order to gain the approval of his democratic Athenian audience at a time when the Athenian democracy was in an unstable condition from struggles against bloody oligarchic tyrannies, Plato was forced to (mis)represent Gorgias' epistemology as allowing for the possibility of certain knowledge. Plato, therefore, creates a Gorgias with a foundational epistemology and an empirical, "doxa"-governed methodology, making Gorgias appear not only irrational, but also absurd. It is important to keep in mind that all of Plato's claims against Gorgias and rhetoric are mere fictions created by Plato for the purpose of controlling the differend between Socrates and Gorgias. (Thirteen references are attached.) (PRA)

ED 333 463 CS 212 912

Ferrara, Judith M.
Trends in Elementary Writing Instruction in the 1980s.
PUB DATE - 90
NOTE - 37p.; Appendix may not be completely legible due to faint and broken type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Educational Change; *Educational Trends; Elementary Education; *Elementary School Curriculum; Inservice Teacher Education; *Integrated Activities; *Learning Activities; Preservice Teacher Education; Textbook Evaluation; Trend Analysis; *Whole Language Approach; *Writing Instruction; Writing Processes
IDENTIFIERS - *1980s; Composition Theory; Process Approach (Writing)

This bibliographic essay and research review investigates four areas: (1) the characteristics of elementary writing instruction prior to the 80s; (2) the factors which changed writing instruction in the 80s; (3) the characteristics of elementary writing instruction in the 80s: and (4) the place of elementary and pre/in-service textbooks in the teaching of writing. The essay concludes that writing process theory has been practiced across the curriculum in whole language or integrated learning classrooms, and suggests that writers, practitioners, and researchers study their evolution, reflect, and share their reflections. (One table of data and an appendix on textbook guidelines are included; 50 references are attached.) (Author/PRA)

ED 333 484 CS 212 936

Fuchs, Lucy
Gold from the South: Hispanic Literature.
PUB DATE - Mar 91
NOTE - 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Indianapolis, IN, March 14-16, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Childrens Literature; Class Activities; *Cultural Awareness; Elementary Education; Elementary Secondary Education; *Hispanic American Culture; *Hispanic American Literature; Hispanic Americans; Literature Appreciation; Multicultural Education
IDENTIFIERS - *Hispanic American Students; *Hispanic Literature

New Hispanic immigrants to the United States bring with them a different world view and a desire to succeed in a new country. They also find resistance to their presence, prejudice against their language, and ignorance of their customs on the part of many older, more settled Americans. In addition, children quickly learn that their old customs are not valued by the larger population, and often adopt this disdain for their family traditions. But these children are paying too high a price for their assimilation, as they are losing their own characteristics, traditions, and values. Most Americans are woefully ignorant of all aspects of Latin American life. Through Latin American stories such as "The Legend of Food Mountain," "Atariba and Niguayona," "Mother Scorpion Country," "The Invisible Hunters," and "How We Came to the Fifth World" among others, Americans can learn to appreciate the many facets of culture that Hispanics bring to this country. In addition to offering these stories, teachers can use activities who teach argumentation continue to equate argumentation with debate and draw upon contest specimens for examples. As a consequence, formal debate principles, concepts and examples frequently provide the models and subject matter for teaching argumentation. The teaching of argumentation, however, should be divorced from debate. In addition, there are two other rationales that support this position. Firstly, exercises and assignments employed in argumentation classes should reflect and deal with the argumentative forms, settings and formats students are most likely to encounter in their professional, social, political, and family lives. The forensic model is extremely ill-suited to serving these needs. Secondly, written assignments should be an integral part of any course in argumentation. One of the greatest weaknesses of the forensics/debate model is that it ignores the importance of writing in teaching argumentation. (PRA)

ED 333 506 CS 507 486

Stovall, Richard L.
Argumentation and Public Relations.
PUB DATE - 5 Apr 91
NOTE - 15p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Tampa, FL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Case Studies; Communication Research; Higher Education; *Inquiry; Media Research; *Persuasive Discourse; *Public Relations
IDENTIFIERS - Advertising Effectiveness; *Issues Management; Media Coverage

Issue management oriented public relations provides an excellent pedagogical device for anyone interested in the application of argumentation. This can be illustrated by a case study in which a commercial metals company was wrongly accused of improperly disposing of toxic waste at a particular site. To counter the bad publicity that followed the accusation and the investigation by the Environmental Protection Agency (EPA), the company worked with a public relations firm in a process of inquiry to locate and define the problem, discover its extent, and define possible solutions. They then sent press releases that indicated no wrongdoing and that the company fully intended to defend that position to the local and national press. On the heels of the news release an advertisement was placed in the local paper which addressed several questions of inquiry in an open and honest manner. The ad focused on the nature and extent of the problem while allowing the reader to explore the problem with the company, and while pledging honesty, cooperation, and environmentally safe action. As a result of the ad much of the news coverage became more favorable toward the company, the local Chamber of Commerce came to their aid, and business returned to levels approaching normal. Later, a jury cleared the company of wrongdoing. This case provides students with an opportunity to see questions of inquiry eliminating hundreds of needless contentions before corporate advocacy began. It also illustrates that it is time to re-establish inquiry as an inherent part of argumentation. (PRA)

ED 333 507 CS 507 487

Heath, Carla W.
Television by Children in Kenya.
PUB DATE - 24 May 91
NOTE - 17p.; Paper presented at the Annual Meeting of the

SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 229p.; For a related document, see EA 022 800.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Academic Achievement; Administrator Role; Beliefs; *Change Strategies; Cultural Context; Disadvantaged; *Educational Change; Educational Trends; Effective Schools Research; Elementary Secondary Education; *Excellence in Education; Futures (of Society); Hidden Curriculum; Models; Organizational Climate; Organizational Effectiveness; *Public Schools; *School Organization; *School Restructuring; Social Change; Student School Relationship; Teacher Role
IDENTIFIERS - *Paradigms

The U.S. public education system, encumbered by an organizational structure developed at the turn of the century, is in trouble. This document presents a culminating discussion of the need to restructure the educational system. A strategy is suggested for examining the paradigms that maintain our educational system. A set of questions is provided for districts and schools to consider when redesigning the organizational structure. New methods are suggested that involve the whole community in defining and improving the system to ensure greater student success. Section 1 is a philosophical framework that reviews previous publications; considers the cultural misalignment between the community, the home, and the school; examines the failure of past reforms; and discusses shifts in the paradigms that shape the organizational structure of schools. Section 2 presents the practical application of the process and also contains an illustration of a new decision-making paradigm in action with examples from a gorup of Texas educators. The workbook included at the end of this section suggests one possible strategy for changing the system based on community beliefs and values. The appendixes include information about participating Texas educators and districts as well as a compilation of statements of belief about improving educational practice. Approximately 80 references are cited. (MLF)

ED 333 527 EA 022 800

Duttweiler, Patricia Cloud
Organizing for Excellence.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 88
NOTE - 167p.; For a related document, see EA 022 798.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Administrator Effectiveness; Change Strategies; *Educational Change; Effective Schools Research; Elementary Secondary Education; *Excellence in Education; Management Development; Participative Decision Making; Principals; Public Schools; School Based Management; *School Effectiveness; *School Organization; *School Restructuring; Teacher Effectiveness;

improvements in skill levels of teachers and principals, grades, student attitudes, perceptions of school climate, and collaborative relationships. The staff development component, Techniques of Responsive Intervention to Validate Effective Teaching (TRIVET), was found to be most effective when teachers and administrators participated together. TRIVET positively affected administrators' skills in conducting appropriate classroom appraisals, leading to improved quality of classroom instruction, which in turn contributes to increased student achievement. Two tables are included. The appendix contains the Achievement Formula flowchart and school plan worksheets. (56 references) (LMI)

ED 333 546 EA 023 046

Benson-Burrell, Brenda
Teacher to Teacher: Collaboration between the College Supervisor and Classroom Teacher in Pre-Service. Practitioner-Directed Action Research: Research Design and Planning Model.
PUB DATE - Apr 91
NOTE - 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Administrator Education; *Clinical Experience; *College School Cooperation; Cooperative Education; Experiential Learning; *Field Experience Programs; Higher Education; Practicum Supervision; Secondary Education; Work Experience Programs

A university/secondary school collaboration (Glassboro State College/Paulsboro School District, New Jersey) program that preplanned the field-based experiences of educational administration students is described in this report. The collaboration occurred between a college supervisor for the field-based experiences required in a Secondary Methods of Social Studies course and a 7-12 social studies department of a local school district. The study sought to determine whether or not preplanning provides administrator education students with a comprehensive background of theory and practice required by professional education. Pre- and post-surveys were mailed to participating and nonparticipating field-based teachers. Sixteen out of 34 nonparticipating and 6 out of 6 participating classroom teachers responded to the presurvey and 12 out of 34 nonparticipating and 6 out of 6 participating teachers responded to the postsurvey. Nonparticipants reported greater understanding of goals and expectations and supervisor awareness of students' field experience situations in the presurvey than in the postsurvey. Participating teachers demonstrated increased awareness and understanding in the postsurvey. A conclusion based on students' logs, coordinating teachers' data, and observation is that the school-based activities were beneficial to the total professional education program of preservice teachers. Three tables are included. The planning model is included in the appendix. (LMI)

ED 333 547 EA 023 047

Cohen, Elizabeth G.
Classroom Management and Complex Instruction.
PUB DATE - Apr 91
NOTE - 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Curriculum Design; *Curriculum Development; *Curriculum Problems; Educational Innovation; *Educational Policy; Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; Secondary School Curriculum
IDENTIFIERS - *China

An overview of curriculum reforms implemented in China during the 1980s is provided in this paper. A brief historical sketch of educational policy from early Chinese civilization to the present is offered. Two phases of curriculum reforms occurred in the 1980s: those for restoration of the social order and those for structural adaptation and reorientation. The reforms of the first phase were based on a meritocracy in reaction to the radical reform measures taken during the Cultural Revolution, which denounced the conventional acquisition of knowledge. Problems included an imbalanced curriculum in favor of intellectual elites, the devaluation of elective courses, curriculum segmentation, discouragement of creative arts and recreation, and overburdened teachers and students. The second phase was marked by decentralization, flexible stages of implementation, inclusion of vocational education, and regulations for less stringent university requirements and for an integrated curriculum. Remaining problems include lack of financial support, an inflexible curriculum for diverse populations, an abstract and segmented curriculum, exclusion of electives and vocational training, lack of diverse instructional media, and no provision for independent learning. A conclusion is that despite the problems, their existence is evidence of a rapidly developing system. (LMI)

ED 333 568 EA 023 077

Veir, Carole
Teacher Appraisal and the Concept of Varying Activities for Instruction: An Inservice Workshop To Maximize Credit Based on the Texas Teacher Appraisal System.
PUB DATE - Oct 90
NOTE - 38p.; Dot Matrix Type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)
DESCRIPTORS - Classroom Techniques; Educational Improvement; Educational Methods; Educational Objectives; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; *Instructional Effectiveness; Professional Training; Teacher Evaluation; *Teacher Improvement; Teaching Methods
IDENTIFIERS - *Texas Teacher Appraisal System

After reviewing literature on the effect that varying instructional activities has on student achievement, this document describes an inservice program designed to help teachers develop skill in varying activities, an aspect of Domain I in the Texas Teacher Appraisal System. Information provided includes: (1) alternative resources; (2) time allotment and schedule; (3) cost; (4) nature and rationale of long-range teacher performance goals; (5) performance objectives for the inservice; (6) a schedule of activities; (7) expected changes in teacher knowledge, behavior, understanding, and attitude; (8) a calendar of Domain I training; (9) staff development resources; and (10) level of teachers. Also described are the organizational content, delivery system and

DESCRIPTORS - Elementary Secondary Education; Equal Education; *Homeless People; *Human Services; *Policy Formation; Public Policy; *State Action; State Departments of Education; State Programs; *Statewide Planning; Student Mobility; Student Needs

Thirty-five state plans for the education of homeless children and youth as mandated by the 1987 Stewart B. McKinney Homeless Assistance Act are reviewed and analyzed in this report. Specifically, the act requires that states designate agency authorization for a child's educational placement, procedures for placement dispute resolution, assurances for enrollment in students' "best interests," and provisions for equal educational quality and transfer of student records. Findings indicate that states generally: (1) authorized education officials to make placement decisions; (2) created or adopted dispute resolution mechanisms but failed to specify child placement, time limits, and due process protections; (3) recommended flexible district records transfer policies; and (4) encountered difficulty in planning for homeless student transportation. The study advocates that states adopt more expansive definitions of "homeless" students, grant placement power to parents, implement more efficient dispute resolution mechanisms, specify local district responsibility in service provision and records transfer, and meet student transportation needs. The U.S. Department of Education is encouraged to assume a strong leadership role. Ten tables outline provisions of the 35 state plans. (LMI)

ED 333 589 EA 023 112

Cronin, Ingrid
Recent Challenges to State Systems of Financing Public Schools.
Harvard Univ., Cambridge, Mass. Center for Law and Education.
PUB DATE - Dec 90
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Constitutional Law; Court Litigation; *Educational Equity (Finance); *Educational Finance; Educational Quality; Elementary Secondary Education; *Equal Education; Equal Protection; Finance Reform; *Public Schools; School District Autonomy; *State Courts

The question of whether inequities in the financing of public education violate state constitutional rights is examined in this document. Eight recent cases are discussed--four in which plaintiffs were unsuccessful in claiming that state school finance policies violated state constitutional guarantees for an education or equal protection, and four in which plaintiffs prevailed. Despite the lack of conformity in case outcomes and no consistent explanation for the pattern of court decisions, information about current debates is provided. Conclusions are that the theory of "municipal overburden" has had limited success; courts recognize the link between available money and educational quality; and the real issue appears to be the definition of local control. Variable decisions were handed down on the relationship between dollars spent and the quality of education, the role of the court, and the definition of and provisions for equal opportunity. A conclusion is that the current political climate of state-based reform and the role of state courts as a vehicle for law reform is conducive to challenges to unequal school systems. (27 references) (LMI)

ED 333 590 EA 023 113

Pressman, Robert

references.) (JDD)

ED 333 611 EC 300 362

Pawl, Jeree, Ed.
Toddler Development.
National Center for Clinical Infant Programs, Arlington, VA.
PUB DATE - Feb 91
NOTE - 36p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Aggression; Attachment Behavior; Behavior Development; Behavior Problems; Child Caregivers; *Child Development; *Day Care; *Disabilities; *Early Intervention; Emotional Development; Individual Differences; Mainstreaming; Preschool Education; Social Development; State Standards; *Toddlers

This theme newsletter issue presents seven articles describing toddler behavior and development, services for toddlers, and toddlers with special needs. The first article, "Toddlers: Themes and Variations" (Lois Barclay Murphy and Colleen Small) focuses on variations in toddler development, noting emerging skills, language, and the caregiver role. Nina Wallerstein, in "Observations of an Active Toddler," details the activities of one toddler over a typical 45-minute period. "Attachment and Exploration: The Toddler's Dilemma" (Alicia F. Lieberman), considers the toddler's task of balancing between the need for a secure base and his developmental urge to explore and experiment. Abbey Griffin, in "State Regulations Concerning Toddlers in Child Care," reviews and compares relevant state standards. Opportunities for social development in a mixed-age mixed-ability program are described by Nancy Balaban in "Mainstreamed, Mixed-age Groups of Infants and Toddlers at the Bank Street Family Center." Seven phases in the transition to out-of-home care for toddlers with special needs is discussed by Tess Bennett and others in "The Transition Process for Toddlers with Special Needs and Their Families." An article by Sarah Landy and Ray DeV. Peters titled "Understanding and Treating the Hyperaggressive Toddler" describes cases of toddlers with aggressive conduct problems, considers the regulation of affect in toddlers, identifies components of the growth-promoting environment as well as the "circle of rejection," and proposes a model for treating aggressive toddlers and their parents. (DB)

ED 333 612 EC 300 363

Golomb, Claire
Eytan: The Development of a Precociously Gifted Child Artist.
PUB DATE - 13 Aug 90
NOTE - 46p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Art; *Artists; Case Studies; *Child Development; Creative Development; *Developmental Stages; *Freehand Drawing; *Gifted; Individual Development; Preschool Children; Talent; *Talent Development; Theories

The paper examines the early development of a highly talented child artist in light of three theories of graphic development in children: (1) drawing development is a search for increasingly opportunities for improving skills, training volunteers, and evaluating the effectiveness of an approach are addressed in the second section. In addition, some misconceptions about people with reading difficulties are addressed. Profiles of adult learners are included as well as approaches suitable for facilitating adult learning. An overview of the planning, organizing, and implementing process is provided. A range of options to take advantage of learning opportunities is discussed: peer learning, learning with computers, family involvement, and learning through oral stories. Steps in planning and implementing workshops for volunteers are outlined. A section on evaluating the progress of learning initiatives and individuals as well as 43 references complete the guide. (NLA)

ED 333 106 CE 057 786

Fagan, William T.
A Social Psychological Conceptualization of Adult Literacy.
PUB DATE - Mar 91
NOTE - 25p.; Paper presented at the North American Conference on Adolescent and Adult Literacy (2nd, Banff, Alberta, Canada, March 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adult Basic Education; Adult Learning; *Adult Literacy; Behaviorism; Educational Psychology; Educational Theories; Evaluation Methods; Foreign Countries; Illiteracy; *Literacy Education; *Models; Personality Theories; *Personality Traits; Program Design; *Social Psychology; Student Evaluation
IDENTIFIERS - *Trait State Model

The trait-state model, a framework for understanding adult literacy, draws heavily on the social psychological literature. Allport (1961) first proposed the notion of trait. The overriding characteristics of focus on trait is the individual's possession of language control. Cattell (1950, 1979) emphasized the notion of state in relation to trait and indicated that one should never try to predict behavior from traits without considering the state of the individual. Focus on literacy as state concentrates on the actual functions and uses of literacy in the environment. A trait-state model helps one to understand the relationship between an individual's needs, which involve literacy and the pressure of the situation, as well as contexts that may appear to be literacy-based but in which meeting literacy needs is peripheral to other values. Research shows that competency in trait aspects of literacy does not always transfer to various states. Under the assumptions of a trait-state model of literacy, (1) learners should develop more realistic concepts as to what constitutes reading, writing, and literacy; (2) assessment must consider the individual as a person and take into account trait and state; (3) interpersonal relations are important; and (4) the overlap of the concepts of adaptation and empowerment must be addressed. (31 references) (YLB)

ED 333 107 CE 057 787

Fagan, William T.
Literacy for Participation in the Economy.
PUB DATE - May 90
NOTE - 16p.; Paper presented at the Annual Convention of the Canadian Council of Teachers of English (23rd, Halifax, Nova Scotia, May 8-12, 1990).
LANGUAGE - English

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Audiovisual Aids; *Library Collection Development; *Library Extension; *Literacy Education; Outcomes of Education; Program Costs; *Program Effectiveness; Program Implementation; *Tutoring
IDENTIFIERS - *Colorado (Adams County)

Grant funding enabled the Adams County Public Library (ACPL) in Colorado to hire permanent staff; build collections of library materials for literacy students, tutors, and the general public; provide workbooks to students at no cost; and expand the scope and effectiveness of the literacy program by enabling the development of collections of nonprint (audio and videocassettes and computer software) instructional materials for those whose learning and teaching styles are more responsive to nonprint formats. Approximately 25,000 illiterate persons reside in Adams County; between 250 and 300 persons contacted the program during the grant period (September 1988-October 1989) and received detailed information about the ACPL Literacy Program or were referred to another area program. During the grant period, 127 new participants entered the program, 67 as tutors and 60 as students, and 44 continued their earlier participation. The program also recruited tutors for the Adams County Detention Center, held an awards ceremony, sent its coordinator to the state literacy rally, and replaced a stolen computer. (Appendixes include a comparison of proposed versus actual expenditures and program statistics.) (KC)

ED 333 127 CE 058 074

Armitage, Katherine Y.
Haywood County Public Library LSCA Title VI Final Performance Report. Period Ending September 30, 1989.
Haywood County Public Library, Waynesville, NC.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 30 Sep 89
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Community Support; *Library Extension; *Literacy Education; Outcomes of Education; Program Costs; *Program Effectiveness; Program Implementation; Public Agencies; *Tutoring
IDENTIFIERS - *North Carolina (Haywood County)

The Haywood County Public Library (Waynesville, North Carolina) used a 1-year grant to strengthen a library-initiated adult literacy program by hiring a staff coordinator to develop techniques for recruiting students and tutors and raising funds in order to meet the community's adult literacy needs. The Adult Literacy Services Coordinator who was hired worked with the Haywood County Literacy Council to develop recruitment techniques and evaluate the council's work in order to gain local financial support. During the grant year (October 1, 1988-September 30, 1989), approximately 100 students were reached and 195 tutors were trained or located in the community. An ongoing process for interesting community businesses in literacy education has been initiated. In addition, other human service agencies have been involved, creating linkages that have been very important to the literacy program. The program began intergenerational efforts and worked on evaluation. Although in continued education has focused on motivation, educational needs, and barriers. Research suggests that adult learning should be fused with concepts of leadership to develop a teaching model. The philosophy, history, and practices of adult education should be integrated with the discipline of radiologic technology as a guide to future theory and practice. (57 references) (YLB)

ED 333 146 CE 058 124

Rosenbaum, Lynn
A Fire Safety Pre-Educational Plan.
PUB DATE - Apr 91
NOTE - 50p.; M.S. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Adult Education; Adult Programs; Adult Students; Attitude Change; Community Centers; *Fire Protection; Information Dissemination; Nonformal Education; *Older Adults; *Outcomes of Education; *Program Effectiveness; *Safety Education; *Teaching Methods

A weekly dance at a community center was used to develop a teachable moment for active senior citizens regarding fire safety, in order to reduce their injuries and possible loss of life. A target group of active senior citizens 70 years of age and older who frequent the weekly community center dance was established for the program. The program contained four intervention strategies for increasing fire safety awareness: weekly contact with uniformed personnel, informational handouts, a safety tip in a monthly newsletter, and a mute television playing a looping safety message during the dance's intermission. Pretests and posttests were used with the senior citizens, comparing answers for knowledge gained. All safety requests generated by the program were recorded and the selection/procurement of informational brochures by the senior participants was monitored. The results indicated increased levels of fire safety knowledge and brochures taken during the dances along with a sharp increase in the number of requests for programs per month from 0 to 10. The study concluded that the preeducational plan can provide a sound basis for lowering the resistance of older adults toward educational/informational programs. The study recommended that follow-up include the development of a peer counseling group that can be used to monitor the behavioral change of individuals within their residence. (Appendixes include the preprogram survey along with pretest and posttest results, a comparison of the pre/posttest results, and 15 references.) (Author/KC)

ED 333 147 CE 058 128

TACSCE Research Annual 1990. Volume 6, Number 1, Fall 1990.
Texas Association for Community Service and Continuing Education.
PUB DATE - 90
NOTE - 75p.; Foreword by Howard W. Smith, Jr.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - General (020), Reports - Research/Technical (143)
DESCRIPTORS - Access to Education; Community Education; Community Services; *Continuing Education; Educational Research; Higher Education; Humanities; *Humanities Instruction; Institutional Characteristics; *Older Adults; *Participation; Personnel Data; Profiles; Salaries
IDENTIFIERS - *Texas

*Hospitality Occupations; Human Relations; Instructional Materials; Job Search Methods; Nutrition; Postsecondary Education; Safety Education; Sanitation; Secondary Education; Vocational Education

This document contains seven units of instruction on food production, management, and services: (1) orientation; (2) applying for a job; (3) human relations; (4) communication; (5) sanitation; (6) safety; and (7) nutrition. Each instructional unit contains some or all of the following basic components: (1) unit and specific objectives; (2) suggested teacher activities; (3) written tests and assignments; (4) answers to assignment sheets and written tests; (5) unit evaluation form; (6) teacher supplements; (7) transparency masters; (8) information sheet; (9) student supplements; and (10) job sheets. Introductory matter explains the use of the publication and contains the following: competency profile; instructional/task analysis; a related academic and workplace skills list; tools, materials, and equipment list; 20 references; and a glossary. (NLA)

ED 333 166 CE 058 170

Nickse, Ruth S.
A Typology of Family and Intergenerational Literacy Programs: Implications for Evaluation.
PUB DATE - 3 Apr 91
NOTE - 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adult Basic Education; *Classification; Elementary Secondary Education; *Intergenerational Programs; *Literacy Education; Preschool Education; Program Development; *Program Evaluation
IDENTIFIERS - *Family Literacy

More than 500 intergenerational literacy programs exist in the United States, yet the idea is untested and it is difficult to identify and classify these programs. A typology identifies and classifies programs by key components and provides examples of each type. A typology, useful to practitioners, helps in planning programs, discussing them, and in training staff. Four generic program types have different program goals and characteristics: (1) parent/child--goal is positive, long-term family intervention; (2) adult/child--goal is supplementary, for skill building and enjoyment; (3) adult alone--goal is parent education; and (4) child alone--goal is supplementary, school-related literacy improvement for children. Each lends itself to levels of evaluation: (1) preimplementation (needs assessment); (2) accountability (program documentation); (3) program clarification (formative evaluation); (4) progress toward objectives; and (5) program impact. At the program level several factors must be considered--program design, implementation, and outcomes. In addition, at the participant level, many factors must be considered--demographic information, literacy skills, environment, attitude, parent/child interactions, child personal characteristics/achievements, parent personal characteristics/achievements, family characteristics, support and resources, and parenting behavior and attitudes. (NLA)

ED 333 167 CE 058 171

Brown, James M.
Integrating Academic Skills into Postsecondary Vocational Education

ED 333 186 CE 058 212

Nemko, Barbara; Feichtner, Shiela H.
Teaching Disadvantaged Students: Successful Strategies in Career-Vocational Education. Impact Programs Project.
Sonoma State Univ., Rohnert Part. CA. California Inst. on Human Services.
SPONS. AGENCY - California State Dept. of Education, Sacramento. Div. of Career-Vocational Education.
PUB DATE - 90
NOTE - 144p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Academic Education; Acceleration (Education); Ancillary School Services; Basic Skills; Career Awareness; Career Education; Career Exploration; Classroom Techniques; Cooperative Learning; Demonstration Programs; *Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; *Education Work Relationship; Employment Potential; *Integrated Curriculum; Job Skills; Learning Resources Centers; Limited English Speaking; Parent Participation; Peer Teaching; Program Descriptions; Secondary Education; Student Evaluation; Student Organizations; *Teaching Methods; Tutoring; *Vocational Education; Vocational Evaluation; Work Experience Programs

This resource guide is designed to assist career-vocational educators in providing disadvantaged students with the skills wanted by employers and to increase educators' effectiveness in teaching academically and economically disadvantaged students with limited English proficiency (LEP). The guide is divided into five sections. "The Disadvantaged Student" provides an overview of the educational problems of disadvantaged (including LEP) students with general suggestions, based on current research, on how to increase their achievement. 'Transition Experiences: School to Work" contains strategies to promote successful school-to-work transition through career awareness, career exploration, employability skills training, and work experience education. "Integration of Academic Core Curriculum and Vocational Content" contains specific strategies to improve students' performance in reading, writing, mathematics, problem solving/critical thinking, and oral and nonverbal communication skills with examples in all vocational subject areas. "Effective Teaching Strategies" describes the teaching strategies and support services that should be provided to ensure the success of disadvantaged students in career-vocational education. 'Effective Program Practices" describes programs that show promise for providing vocational education to all students. Asterisks in the narrative refer the reader to references at the end of the section for a specific resource. An annotated listing of 15 resources concludes the guide. (YLB)

ED 333 187 CE 058 213

Cunningham, Donna; And Others
Working Together To Support At-Risk Youth.
North Texas State Univ., Denton.
SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - 89
NOTE - 415p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) -

EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *College Role; Family Health; *Health Care Costs; Higher Education; *Medical Care Evaluation; Medical Services; *Primary Health Care; *Public Policy; *Unions
IDENTIFIERS - *Reform Efforts

Health care reform's direct effect on higher education and labor is the subject of this conference report. Individual, panel, and interactive work group presentations addressing the values and options on health care issues are included. Following an introduction, three papers discuss the U.S. health care system: (1) 'National Health Care Reform: The Time Is Now" (Thomas Donahue); (2) 'The Public's View of the Future of Health Care" (Robert Blendon); and (3) "Is a Radical Change in Health Care Financing for the United States in the Offing?" (Stuart Altman). Panel presentations on 'Labor—Higher Education on Health Care Reform" include the following: 'Labor's Perspectives: The Need for Health Care Reform" (John Sweeney), Gerald McEntee); and (2) 'Higher Education's Perspectives: The Campuses and Health Care Concerns" (W. Ann Reynolds, Joseph Duffey). Work group reports are summarized on the values and options for health care reform. Finally, the report includes "The AFL-CIO on National Health Care." Two appendices on the 'Labor/Higher Education Council" and 'Statement: Labor in Higher Education Governance" are included. (NLA)

ED 333 205 CE 058 270

Connections: A Journal of Adult Literacy. Volume IV.
Adult Literacy Resource Inst., Boston, MA.
SPONS. AGENCY - Boston Mayor's Office of Jobs and Community Services, MA.; Massachusetts State Board of Regents of Higher Education, Boston.; Massachusetts State Dept. of Education, Boston.
PUB DATE - 91
NOTE - 66p.; Contains an Introduction by Steve Reuys.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adolescents; *Adult Education; *Adult Literacy; Advocacy; Bilingual Education; Bilingual Teachers; Cognitive Processes; Dislocated Workers; Dropouts; Dyslexia; Education Work Relationship; *English (Second Language); High School Equivalency Programs; Minority Groups; Poetry; Pregnant Students; Teaching Methods; Tutoring; Whole Language Approach; Youth Programs

This journal provides a forum for adult educators to express their ideas on adult literacy. The following articles are included: 'Teaching Moments: Teaching People, Not Lessons" (Patricia Wild); 'Whole Language: Implications for the Adult Learner" (Jeri Gillin); "Gatekeepers or Advocates?" (Rosie Wickert); 'Writing with Teen Mothers: I Have Something to Say' (Kim Gerould); 'Endings Take Time: Moments in the Writing Process" (Lucia Nunez); "Girl Talk" (Patricia Sandoval); "'Teacher, You Decide': Curriculum Development in Workplace ESL (English as a Second Language)" (Johan Uvin); 'Adult Dyslexics Speak Out about Dyslexia" (John Gibbons et al.); 'Right Brain, No Pain ESL" (Molly Flannery, Robert Browning); "Teaching Lesson" (Marty Kingsbury); "Adult Education: Self-Determination or Self-Delusion?" (Molly Mead); "Integrating Work and Learning in the SFCC (San Francisco Conservation Corps)" (Robert Burkhardt); 'Using Bilingual Tutors the unemployed. (NLA)

ED 333 223 CE 058 311

New Challenges in the Education and Training of the European Workforce. Final Report. A Seminar for EC and EFTA Countries on Policies for Education and Training of the Labour Force in a Changing European Economy (Stockholm, Sweden, June 13-14, 1990).
National Swedish Board of Education, Stockholm.
PUB DATE - 91
NOTE - 90p.; For related report and presentations, see CE 058 310-312.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Collected Works - Proceedings (021)
DESCRIPTORS - Access to Education; Adult Education; *Continuing Education; *Economic Change; Economic Development; Educational Policy; Foreign Countries; Job Training; *Labor Force Development; Labor Market; *Labor Needs; Policy Formation; Postsecondary Education; *Public Policy; Secondary Education; Social Change; Vocational Education
IDENTIFIERS - *Europe

This report provides presentations from a seminar attended by delegates from all the European Community and European Free Trade Association (EFTA) countries to discuss policy planning for education and training. "The European Skill Gap--Introductory Comments" (Abrahamsson, Henriksson) provides an overview of the seminar and topics covered: the European skill gap, national and supernational policies, access- or policy-oriented models, new ways of learning in the workplace, and comparative issues. "Opening Speech" (Persson) reflects on five main policy issues, the: (1) importance of labor market policy for economic policy; (2) choice between an active or passive labor market policy; (3) importance of the education system, personnel training, and employment training in the economic development of all industrialized countries; (4) policies for access and equity; and (5) democratization of working life. "Continuing Education and Training in the 1990's" (Ramoff) identifies new vistas that are opening up in training policy in Europe in a changing economic climate. An "Issue Paper" summarizes four sessions: "New Horizons of Learning in a Changing European Economy"; "Policies for Achieving Human Resources Development and Lifelong Learning in a Changing Labour Market"; "Right and Access to Training and Education in Post-Industrial Societies"; and "The Adult as Learner: Towards New Trends in Workplace Learning." "Seminar Report" (Harrison) highlights three themes: access to adult continuing education, competence level and competitiveness of the European work force, and new forms of partnerships. The program and list of participants are appended. (YLB)

ED 333 224 CE 058 312

New Challenges in the Education and Training of the European Workforce. Presentations. A Seminar for EC and EFTA Countries on Policies for Education and Training of the Labour Force in a Changing European Economy (Stockholm, Sweden, June 13-14, 1990).
National Swedish Board of Education, Stockholm.
PUB DATE - 91
NOTE - 91p.; For related reports, see CE 058 310-311.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Collected Works - Proceedings (021)

Teacher Educator Education; Teacher Educators; Vocational Education; *Vocational Education Teachers
IDENTIFIERS - Indiana; *Occupational Specialists

The state of Indiana mandated a Beginning Teacher Assistantship and Professional Development Plan. Training for 63 mentor teacher educators was conducted at 4 locations in 4 days in August 1989. A 2-hour videotape was produced using the original training sessions for training or reinforcement of training. The advisory committee developed a professional development form and documents that pertained to the beginning teacher and the mentor. Three handbooks that addressed the Occupational Specialist Certificate I, II, and III (OS I, II, and III) were developed in addition to a Vocational Administrator's Guide. Numerous forms to facilitate the operation of the Beginning Teacher Assistantship and Professional Development Plan were also developed and distributed. A videotape on questions and answers about the plan was made. Recommendations were made for research on mentoring; development of more detailed requirements for fulfilling the professional development plan; reevaluation of renewal requirements under the OS I, II, and III; an annual mentor workshop; and maintenance of the beginning teacher assistantship in Indiana. (Appendixes include three reports: an evaluation and cost analysis of the project; the project's final evaluative report; and a report on Indiana's Vocational Teacher Induction Program.) (YLB)

ED 333 242 CE 058 348

Professional Development for Occupational Specialist: Occupational Competency Testing. Final Report.
Purdue Univ., Lafayette, Ind.
SPONS. AGENCY - Indiana State Dept. of Education, Indianapolis.
PUB DATE - 30 Jun 90
NOTE - 48p.; For related documents, see ED 319 973-975 and CE 058 346-347. Project Number 88-4741.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Beginning Teachers; Cost Effectiveness; Demonstration Programs; Job Performance; *Job Skills; Minimum Competency Testing; Models; *Occupational Tests; Performance Tests; Professional Development; Secondary Education; State Programs; Statewide Planning; *Teacher Certification; Teacher Education; Teacher Qualifications; Vocational Education; *Vocational Education Teachers
IDENTIFIERS - Indiana; *Occupational Specialists

The organization, scope, and activities of the Indiana Occupational Competency Testing Center were expanded to accommodate the requirements of the new Occupational Specialist Certificate for secondary vocational teacher credentialling. A pilot project involved three regional sites in the state. The director of the host area site acted as area coordinator with responsibilities in promotion, selection of test candidates, facilities preparation, counseling, and supervision. In each area center, five common tests were offered for conditionally certified teachers: auto body repair, auto mechanics, machine trades, carpentry, and welding. Three or four additional occupational tests were offered at each site. Tests were offered in 15 different occupational areas. Forty-eight persons were involved in the pilot written and performance tests. On written and performance tests, 33 and 29 pilot test candidates, respectively, scored above the national mean. A cost analysis of the test operation using the proposed model found that the cost of operation was approximately $700 per candidate. Recommendations were made for retention of the model, use of National Occupational Competency Testing Institute tests to

PUB DATE - 3 Nov 90
NOTE - 11p.; Paper presented at the Annual Conference of the Southern Association of Counselor Education and Supervision (Norfolk, VA, November 1-4, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Assertiveness; *Counseling Services; *Individual Power; *Power Structure
IDENTIFIERS - *Empowerment

Power, powerlessness, and empowerment have come under increasing scrutiny in recent years. Traditional applications of power tend to be autocratic and autocratic power continues to be accepted extensively in society. Increased use of alternative kinds of power is hindered by lack of skills, lack of opportunity for use, and inappropriate norms which perpetrate autocratic power. For helping professionals, the exercise of power has increasingly significant implications both in personal living and in their professional assistance to clients. Both helper and client growth and development are continually affected by external exercises of power, most frequently by autocratic power, and by their individual ability or inability to use personal power in relating to others. Alternatives to autocratic and manipulative power can play an increasingly constructive role in a complex and rapidly changing world, and these alternatives can be learned. Empowering methodology can encourage increased individual self-assertion and provide opportunity for the fuller development of humanity with reduced use of violence. Learning constructive forms of power appears to require empowering methodology consistent with the learning goal. This document examines concepts of power and development of power in individuals, focusing on the process of developing empowerment models which affirm development of personal power and the exercise of power with respect for others. (NB)

ED 333 263 CG 023 416

Davis, Robert E.; And Others
Empowerment for the Nineties.
PUB DATE - 20 Nov 90
NOTE - 6p.; Paper presented at the Annual Convention of the Tennessee Association for Counseling and Development (Memphis, TN, November 18-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Assertiveness; *Counseling Techniques; Graduate Students; Higher Education; Individual Development; *Individual Power; Personal Autonomy
IDENTIFIERS - *Empowerment

Power is the capacity of an individual to self-determine his or her life and to participate in the creation of an appropriate environment for that life. The exercise of personal power is necessary to develop one's unique potential, and it is necessary if society is to benefit from contributions and participation of all its members. In an effort to explore views of adults on power, two groups of students enrolled in a graduate course (N=48) were asked to discuss what they thought of power and powerlessness and what remedies they saw to powerlessness. Most respondents had a tendency to hold negative associations with power and with powerlessness. Students then selected from the list of remedies three courses of action to overcome powerlessness. Items chosen by both groups appeared to favor personal exploration of the self and foreign-born Hispanics were very likely to have low levels of schooling. The source and reliability of the data are explained, and references are provided. Five figures and 94 data tables are included. (NB)

ED 333 284   CG 023 438

Texas School Dropout Survey Project. Volume 2: Magnitude of the Problem--Attrition Analyses.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY - Texas Education Agency, Austin.; Texas State Dept. of Community Affairs, Austin.
PUB DATE - 31 Oct 86
NOTE - 906p.; For related documents, see ED 279 752 and CG 023 437-443. Faint print in executive summary.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - General (140), Reports - Research/Technical (143)
DESCRIPTORS - Black Youth; *Computation; Cultural Differences; *Dropout Rate; Dropouts; Employment Potential; Grade 9; High Schools; Hispanic Americans; *Mathematical Formulas; Racial Differences; Research Problems; *Secondary School Students; Sex Differences; Unemployment; Whites
IDENTIFIERS - *Texas

Volume 2, the second of eight publications developed by the Intercultural Development Research Association (IDRA) as part of the "Texas School Dropout Survey Project," focuses on the issue of the computation of a dropout rate. Three important factors which influence the mathematical computation of a dropout rate are identified: time frame, range of grade levels, and student accounting procedures. Each of these is discussed briefly and its impact on the dropout rate is examined. A technique for estimating a cohort dropout rate through longitudinal attrition calculations developed by IDRA to calculate a standardized dropout rate for the state of Texas and the school districts within Texas is described, and the formula and results generated by the use of the formula are presented. Descriptions of district-level, county-level, education service center region, Job Training Partnership Act service delivery area, and statewide analyses are illustrated with 72 data tables. Enrollment and attrition data by district and by county are appended. (NB)

ED 333 285   CG 023 439

Texas School Dropout Survey Project. Volume 3: Magnitude of the Problem--Tracking Study.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY - Texas Education Agency, Austin.; Texas State Dept. of Community Affairs, Austin.
PUB DATE - 31 Oct 86
NOTE - 199p.; For related documents, see ED 279 752 and CG 023 437-443.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Reports - General (140), Reports - Research/Technical (143)
DESCRIPTORS - Black Youth; Cultural Differences; Dropout Characteristics; *Dropouts; Employment Potential; Grade 9; Hispanic Americans; Racial Differences; Secondary Education; *Secondary School Students; Sex Differences; Unemployment; Whites
IDENTIFIERS - *Texas

Volume 3, the third of eight publications developed by the Intercultural Development Research Association as part of the

An Investigation of Feelings of Loneliness among Chinese Students in the University of Texas at Austin.
PUB DATE - Aug 90
NOTE - 75p.; Master of Education report, University of Texas at Austin.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *College Students; Counseling Techniques; Cultural Awareness; *Cultural Differences; *Foreign Students; Higher Education; *Loneliness; *Social Isolation
IDENTIFIERS - *Chinese People; University of Texas Austin

It has been suggested that the problems of foreign students are typically different from and of greater concern than are the problems of American students in higher education settings. Foreign students who must adjust to massive environmental, sociological, and psychological change may be afflicted by what amounts to an emerging disorder of life. The experience of being a foreign student is frequently a difficult and unsettling one, involving periods of isolation and loneliness. This study examined loneliness among Chinese college students (N=52). An unexpected finding revealed that Chinese students apparently encountered more isolation than loneliness. The results suggest that Chinese students studying in the United States possess and exercise social and psychological skills, but they experience cultural and language differences and difficulties which lead to social isolation and potential/emotional loneliness within American society. The lack of appropriate social and language skills may result in stronger feelings of loneliness for Chinese students. (Implications for counseling and the survey instrument are included.) (BHK)

ED 333 305 CG 023 460

Nelsen, Kendra Kaye
How Relevant Career Experiences Influence Career Decision Making.
PUB DATE - Aug 90
NOTE - 62p.; Master of Education report, University of Texas at Austin.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Career Counseling; Career Development; Career Education; College Students; Decision Making; *Educational Experience; Higher Education; *Work Experience

Since the understanding of influences in career decision making (CDM) remains an important question for counselors, this study sought to identify some of the forces that impact CDM, specifically, the impact of relevant career experiences (RCEs) on the CDM process. Relevant Career Experience(s) were defined as any paid or non-paid experience involving activities similar to the activities involved in the chosen career/occupation. An autobiographical sketch, the Career Maturity Inventory-Attitude Scale (CMI-AS), and a Relevant Career Experience (RCE) questionnaire were administered to 37 college students. In order to ascertain the influences of RCEs on college students' CDM, the obtained data were analyzed with respect to three hypotheses. The first hypothesis stated that individuals with at least one RCE would have a higher level of career maturity than individuals without an RCE. The difference in the two groups' career maturity scores was significant and supported this hypothesis. The second hypothesis stated that individuals with at least one RCE would be of the specific research finding; and suggestions to help teachers and parents translate the research findings into activities that can support self-esteem development. The first guide looks at the effects of self-confidence on school performance. The second guide discusses group counseling as a means to improve self-esteem and achievement levels for dropout prevention. The third guide looks at how a person's resources affect achievement. (LLL)

ED 333 325 CG 023 481

Mulkey, Lynn M.; Morton, Peter J.
Sex Differences in Verbal and Science Performance for Students from One-Parent Families: Further Tests of Economic and Behavioral Explanations of a Small Effect.
PUB DATE - Apr 91
NOTE - 30p.; Paper presented at the Annual Meeting Meeting of the Eastern Sociological Society (61st, Providence, RI, April 12-14, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Academic Achievement; Economic Status; Emotional Problems; High Schools; *High School Students; *One Parent Family; Parents; Science Tests; *Scores; *Sex Differences; *Standardized Tests; Verbal Tests
IDENTIFIERS - High School and Beyond (NCES)

This investigation revives direct impact explanations of single-parent effects on student performance by further disagreggation by sex of the student. The effect of living in a single-parent household on the standardized test scores of students was estimated separately for males and females through analyses of data from the High School and Beyond national survey. Results showed that most of the negative effect of mother-absence continued to be absorbed by the introduction of the additional independent variables; however, in cases involving father-absence, the introduction of the control variables left the direct effect of father-absence with a positive coeffiecient, in some cases highly significant. Additionally, it was found that the science test scores of girls and the vocabulary test scores of boys tended to "benefit" most from the direct impact of father-absence. It appears that higher science scores for girls may be accounted for by traditional sex-role stereotypes being least reinforced for girls living with their mothers as contrasted to girls living with their fathers or two parents. Surprisingly, the effect of economic variables contributed very little to these regressions. Taken together, these findings contribute additional documentation of how living with one parent is associated with student outcomes. Of equal importance, this research yields a fuller understanding of those conditions which are virtually unaffected by living with one parent. (Author/LLL)

ED 333 326 CG 023 482

Elizur, Joel
A Comprehensive Approach to Refractory Mind-Body Disorders: Working at the Family-Community Interface.
PUB DATE - Oct 90
NOTE - 24p.; Paper presented at the Annual Conference for Marriage and Family Therapy (48th, Washington, DC, October 4-7, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)

(4) "Feelings"; (5) "Animals, Real and Fanciful"; (6) "Plants--I Like Growing Things"; (7) "Science and Nature"; (8) "Seasons: Focus on Fall"; (9) "Seasons: Focus on Winter"; (10) "Seasons: Focus on Spring"; (11) "Teddy Bears and Other Bears"; (12) "Classics"; (13) "Counting"; (14) "Colors"; (15) "Cats, Dogs and Other Pets"; (16) "Transportation"; (17) "Poems, Chants, Rhythms and Rhymes"; and (18) "Tall and Funny Tales". For each book there is a suggested way to present the book during circle time, followed by five extension activities. One appendix with sample projects is included. (PRA)

ED 333 348   CS 010 605

Weintraub, Sam, Ed.
Annual Summary of Investigations Relating to Reading, July 1, 1989 to June 30, 1990.
International Reading Association, Newark, Del.
PUB DATE - 91
NOTE - 235p.; For previous year's research, see ED 321 235.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Annotated Bibliographies; Elementary Secondary Education; Higher Education; Reading Attitudes; Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Research; Reading Tests; *Teacher Education

This book summarizes approximately 600 reports of reading research identified between July 1, 1989 and June 30, 1990. The research studies in the book are categorized into six areas: (1) summaries of reading research; (2) teacher preparation and practice; (3) sociology of reading; (4) physiology and psychology of reading; (5) the teaching of reading; and (6) reading of atypical learners. Studies in the book are subcategorized under each category and within any one subcategory appear a number of loosely related studies. A list of journals monitored and an author index conclude the book. (RS)

ED 333 349   CS 010 606

Gentner, Dedre; Rattermann, Mary Jo
Language and the Career of Similarity. Technical Report No. 533.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.; Office of Naval Research, Washington, D.C.
PUB DATE - Jul 91
NOTE - 47p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Child Development; Children; *Cognitive Development; Cognitive Processes; Early Childhood Education; *Language Acquisition; *Learning Processes; *Relationship; Vocabulary Development
IDENTIFIERS - *Similarity (Concept); *Similarity of Experience

Evidence from children's performance in a variety of tasks suggests a change in the kinds of similarities children notice and use. Children tend to focus on literal similarity and then shift to the use of common objects, followed by common relations between objects, and finally relations between relations. Research from a variety of different domains and tasks supports this "career of

ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 370 CS 212 659

Collins, Norma; Smith, Carl, Comp.
Reading in the Content Areas. Learning Package No. 4.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 41p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Content Area Reading; *Content Area Writing; Critical Reading; Distance Education; Higher Education; Inservice Teacher Education; Reading Comprehension; *Reading Strategies; Secondary Education
IDENTIFIERS - Text Factors
Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on reading in the content areas is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 371 CS 212 660

Nelson, Carol; Smith, Carl, Comp.
Writing as a Response to Reading. Learning Package No. 5.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 45p.; For other learning packages in this series, see CS 212 656-705. Some material in this packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Class Activities; Distance Education; Elementary Secondary Education; Inservice Teacher Education; Journal Writing; *Reader Response; *Reading Instruction; *Reading Writing Relationship; Teaching Methods
IDENTIFIERS - Writing Contexts; *Writing Development
Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on writing as a response to reading is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 372 CS 212 661

Attitudes; *Vocabulary Development; *Vocabulary Skills; Word Recognition; Word Study Skills

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on the role of vocabulary in reading and learning is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

ED 333 397   CS 212 686

Collins, Norma, Comp.; Smith, Carl, Ed.
Writing as Exploration. Learning Package No. 31.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 53p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Creative Writing; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Journal Writing; Learning Processes; Self Expression; *Student Motivation; Student Writing Models; Teacher Student Relationship; Teaching Methods; Writing Improvement; *Writing Instruction; Writing Processes; Writing Research; *Writing Strategies
IDENTIFIERS - *Expressive Writing

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on expressive writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

ED 333 398   CS 212 687

Collins, Norma, Comp.; Smith, Carl, Ed.
Writing Apprehension and the Writing Process. Learning Package No. 32.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 55p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Student Attitudes; *Writing Apprehension; *Writing Attitudes; Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Skills; Writing Strategies
IDENTIFIERS - Writing Topics

Originally developed as part of a project for the Department of computer technology, whether in the form of the operating system, platform, or instructional software, is profitable for its designers. The use of computers in literature instruction can mean: (1) greater creativity, because instruction is freed from the two-dimensional text; (2) more interconnectivity to the text, as a result of greater accessibility; (3) closer analysis of the text, as the mechanics of textual analysis are simpler; and (4) greater fluency in the manipulation of symbols. Many different types of assessment can be applied over a period of years. Teachers can use "process logs" to track student interaction with literature and the new technology. The "blind" reading of student essays can be replaced by a consensual assessment model, by which multiple scorers/readers assess a given essay simultaneously and anonymously. Among the dangers of CMI are that the technology will overshadow the writing and that the system will aggravate the inability of many students to concentrate. (SG)

ED 333 423 CS 212 860

Katz, Steven B.
From Poetry to Prose: Sophistic Rhetoric and the Epistemic Music of Language.
PUB DATE - Mar 89
NOTE - 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (40th, Seattle, WA, March 16-18, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Epistemology; *Greek Civilization; Higher Education; *Language Processing; *Rhetoric; *Writing Instruction
IDENTIFIERS - *Classical Rhetoric; Revisionism; Rhetoric as Epistemic; *Sophists

Much revisionist scholarship has focused on sophistic epistemology and its relationship to the current revival of epistemic rhetoric in the academy. However, few scholars have recognized the sensuous substance of words as sounds, and the role it played in sophistic philosophy and rhetoric. Before the invention of the Greek alphabet, poetry was central to Greek education and culture. Rhythm and meter served to fix knowledge in the memory through its pleasurable affiliation with music and the somatic response of motor reflexes. The orality of speech, not the visuality of text was the ontological basis of the sophistic philosophy of knowledge. Gorgias, like many sophists, rejected the Platonic realm of ideal Forms, in favor of a view of knowledge based upon speech. For Gorgias, there was no necessary correspondence between language and reality, so valid contradictory statements about phenomena were possible. It was the unity of thought and language, though uncertain, that made knowledge possible. Cicero, like the sophists, saw language and thought as inextricably bound. He further conceived of oratory style and delivery in terms of music. The ancient Greeks recognized hearing as the most emotional of the senses. Today, some scholars see a connection between emotion, thought, and language, and it is held that this connection has implications for the teaching of writing. (Twenty-two references are attached.) (SG)

ED 333 424 CS 212 861

Rule, Rebecca
Writers Welcome Here; Evolution through Diversity: The University of New Hampshire's Workshop Model for Teaching Writing.

independently on the written conversation process, noting what they had learned, questions they still had, and general reactions to the experience. By validating and extending student responses, the teacher can increase their sophistication with language and literature, and make the journey into literature an exploration of life itself. (Ten figures are included; 26 references are attached.) (PRA)

ED 333 443 CS 212 884

Dias, Patrick
Literary Reading and Classroom Constraints: Aligning Practice with Theory. Report Series 5.2.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Classroom Communication; Discussion (Teaching Technique); Elementary Secondary Education; Literature Appreciation; *Reader Response; *Reader Text Relationship; *Small Group Instruction; Student Behavior; Teacher Behavior; *Theory Practice Relationship
IDENTIFIERS - *Aesthetic Reading

This paper proposes a reorientation of classroom practices in the teaching of literature, a reorientation proceeding from new understandings of literary reading. The first section of the paper reviews convergences in current theory and research on literary reading that teachers ought to consider when rethinking classroom practice. The second section of the paper, on reader response theory, considers to what extent current classroom situations and practices in the teaching of literature are hospitable to the new understanding of literary reading. The third section of the paper suggests and demonstrates how classroom situations and practices might be more properly aligned with what is known about acts of reading literature. The fourth section of the paper points up some of the key issues teachers ought to consider in developing agendas for reader-centered classrooms. (Twenty-two references are attached.) (RS)

ED 333 444 CS 212 885

Hynds, Susan
Challenging Questions in the Literature Classroom. Report Series 5.3.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Cognitive Development; Elementary Secondary Education; *English Instruction; Instructional Effectiveness; Learning Processes; *Literature Appreciation; *Questioning Techniques; *Teacher Student Relationship; Teaching Methods

Courage, Richard Arthur
The Interaction of Public and Private Literacies in Basic Writing Courses.
PUB DATE - Mar 91
NOTE - 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adult Students; *Basic Writing; Case Studies; Developmental Studies Programs; Educational Research; Higher Education; Learning Theories; *Literacy; *Models; *Nontraditional Students; *Prior Learning; Student Characteristics; *Student Experience
IDENTIFIERS - Basic Writers

Two models of literacy stand in contrast to one another. The first, termed the "autonomous model" by British anthropologist Brian Street, portrays literacy as a value-free, technical skill which effects uniformly positive changes in both individuals and societies. The "ideological model," in contrast, focuses on specific social practices of reading and writing, exploring ways that these practices are embedded in and shaped by different sociocultural contexts. It also examines the relationships between literacy practices and social stratification and control. The ideological model can serve as a theoretical framework for examining the variety of literacy practices which returning adult students bring to college basic writing courses. Two case studies from a basic writing course at a college in New York City illustrate a key distinction between nonschool literacies that can be considered public and those that can be considered private. The literacy that a Black woman had acquired in her work as a preacher, religious educator, and pastoral counselor was very much a public literacy and lent itself to adaptation for academic literacy tasks. The literacy that a Puerto Rican woman had acquired as a homemaker and letter writer was a private literacy in conflict with the norms and practices of academic literacy, and she was forced to struggle against rather than build on the literacy she brought with her to the basic writing classroom. The ideological model challenges basic writing teachers to examine and understand students' various nonschool literacies. (SR)

ED 333 464 CS 212 913

Calderonello, Alice
Professionalism of Rhetoric/Composition: Consequences and Commitment.
PUB DATE - Mar 91
NOTE - 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Futures (of Society); Higher Education; Intellectual Disciplines; Rhetoric; *Specialization; *Trend Analysis; *Writing (Composition); Writing Teachers
IDENTIFIERS - *Composition Studies; Educational Issues; *Professional Concerns

The professionalization of composition studies in relation to other disciplines has created a drive for standardization (in response to the need to be distinctive from other fields), which has as a such as comparing creation stories, inviting immigrants, and celebrating Hispanic holidays to help children to understand the stories and the cultures of Hispanic Americans. (A list of 16 classroom activities is attached.) (PRA)

ED 333 485 CS 212 937

McCarthey, Sarah J.
Two Cases of Students' Internalization of Dialogue from Writing Time. Research Report 91-3.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Center for Research on Teacher Learning, East Lansing, MI.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; Classroom Research; Cultural Context; *Cultural Differences; Intermediate Grades; Teacher Role; *Teacher Student Relationship; *Writing Instruction; Writing Research
IDENTIFIERS - *Internalization; New York City Board of Education; Process Approach (Writing); Social constructionism; Teacher Student Conferences

A case study used a social constructivist theoretical framework to study two students who participated in a writing process classroom in New York City. The teacher used literature to connect reading and writing in her lessons and conducted individual writing conferences with students. Students kept notebooks of their personal experiences and reflections and then selected from those to turn their writing into a project for a larger audience. Anthony, a middle-class Hispanic boy, had a successful conference with the teacher where they talked about organization and description. He appropriated the classroom dialogue which focused on imagery and figurative language and transformed it to use in his own text about his grandmother and in the writing conference he conducted with a first grader. In contrast, Anita, a working class, African-American girl, wrote an "oral" narrative that did not match the teacher's conception of good writing. Neither her text nor her conference with a younger student reflected the classroom dialogue. Instead, Anita chose to focus on mechanics and grammar, safe topics with which she felt comfortable. The study raises questions about the teacher's responses to cultural differences and the match between the teacher's images of good writing and those of the students. (Author/SR)

ED 333 486 CS 212 939

My Point of View: More Writing from Grade 9 Students.
Northwest Territories Dept. of Education, Yellowknife.
PUB DATE - Jul 90
NOTE - 59p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - General (020)
DESCRIPTORS - Essays; Foreign Countries; *Grade 9; *High School Students; Junior High School Students; Opinion Papers; Personal Narratives; Secondary Education; Student Attitudes; Student Writing Models; *Writing (Composition)
IDENTIFIERS - Canada; Northwest Territories; Points of View (Writing)

This booklet is a collection of writing by ninth-grade students

International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Childrens Television; Communication Skills; Elementary Secondary Education; Experiential Learning; Foreign Countries; *Mass Media Role; *Programing (Broadcast); *Student Participation; Student Projects
IDENTIFIERS - *Kenya; Research Suggestions; Television Access

There are two categories of children's television in Kenya: television "for" children, most of which is imported, and television "by" children, all of which is produced in Kenya. Most of the television by children is produced and broadcast by Voice of Kenya television, much of it made up of programs growing out of extra-curricular activities at primary and secondary schools, where students put together programs of songs, poetry, recitation, riddles, skits, and plays, often dealing with contemporary issues. In the process of putting together such shows, children: (1) learned their nation's history from the legends and stories gathered from their elders; (2) discussed contemporary problems and considered how to handle them; (3) learned how to express themselves; (4) practiced English and Swahili, languages studied in school, but not necessarily spoken at home; and (5) learned that a successful project requires individual responsibility and group cooperation. In addition, the programming helped to build a national culture as children of different ethnic backgrounds could learn that they spoke a common language and shared common aspirations. Centralized production facilities and lack of equipment and transportation meant that programs tended to reflect the interests of urban, rather than rural, youth. It would be interesting to find out how widespread the phenomenon of television by children is, and whether it is typically found in association with particular kinds of political ideology or economic circumstances. In addition, researchers could explore the relationship between television by children and dominant national ideologies, to see whether the material reinforces or challenges dominant attitudes and values. (Twenty-six references are attached.) (PRA)

ED 333 508   CS 507 488

Foster-Kuehn, Myrna
Anger, Hostility, and Aggression: Individual Focus and Control.
PUB DATE - Apr 90
NOTE - 20p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Philadelphia, PA, April 19-22, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Anger; Communication Skills; Conflict Resolution; *Interpersonal Communication; *Stress Management; Training Methods; Training Objectives
IDENTIFIERS - *Communication Strategies; Conflict Analysis; *Conflict Management

Conflict and stress often come hand-in-hand; the management of one influences the management of the other. While training programs dealing with conflict management and stress reduction vary in length of time, depth of instruction, and specific focus, there are ultimately three important facets inherent to the topic. The first facet encompasses analyzing the characteristics of the actual problem being faced. Identifying the actual sources of the

Teaching (Occupation)

Factors that contribute to excellence in education, as well as those that have contributed to the failure of change efforts, are the subject of this document. It provides a summary of the literature on reform efforts; effective schools; new organizational perspectives derived from the business sector; organizational restructuring being tested in schools; the elements required to professionalize education; and how evaluation, professional development, and incentive programs can interact to improve the performance of educators. The first chapter, "The Reform of Public Education," argues against mandates issued by a central authority. Chapter 2, "Elements of School Effectiveness," maintains that culture is a major factor when examining the characteristics of effective schools. Chapter 3, "New Perspectives on School Organization," suggests that the organizational structure of public schools requires rethinking. Chapter 4, "Self-Management in Schools," discusses a shift of the authority to make decisions. Chapter 5, "Professionalizing Education," discusses the ramifications of the fact that teaching is not a full-fledged profession. Chapter 6, "Improving Professional Performance," presents the argument that provisions for professional growth should be an integral component of incentive plans. (251 references) (MLF)

ED 333 528 EA 022 821

Hannaway, Jane
Managers Managing: The Workings of an Administrative System.
PUB DATE - 89
NOTE - 171p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)
DESCRIPTORS - *Administrative Principles; *Administrator Characteristics; *Administrator Evaluation; Decision Making; Elementary Secondary Education; *Interpersonal Competence; Job Performance; *Organizational Communication; Personnel Evaluation
IDENTIFIERS - *Central Office Administrators; Organizational Behavior

Focused on top managers working within administrative systems, this book identifies the major principles governing these managers' behavior. Since the organization's business and the manager's own career interests determine what occurs in an administrative system, the signals managers send out to underscore their own competence are also identified. The system studied was the central office of a school district, though the author applies his conclusions to administrative systems in general, believing them to be more similar than different. Chapter 1 introduces three interrelated themes: (1) the difficulty of distinguishing among behavior that is in the best interest of the organization, the subunit, or the individual manager; (2) the reliance on the administrative system's structure for action clues; and (3) the frequently ambiguous, subjective nature of performance assessment. Each remaining chapter treats a different aspect of administrative systems management. Chapter 2 discusses the nature of administrative systems. Chapter 3 discusses research approaches used to study administrative work. The fourth chapter analyzes and interprets the behavior patterns emerging in the administrative system studied. The fifth chapter discusses how managerial behavior patterns affect the general functioning of administrative systems. Chapter 6 focuses on possible biases in managers'

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classroom Environment; Classroom Observation Techniques; *Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; *Instructional Effectiveness; Learning Strategies; *Organizational Theories; *Teacher Effectiveness; *Teaching Methods

This paper illustrates how organizational theory can be usefully applied to issues of classroom management. A review of research findings on the relationship between the teacher's use of authority and the implementation and outcomes of "complex instruction" is offered. "Complex instruction" refers to instruction in which different groups carry out different activities at a pace not directly regulated by the teacher, and is characterized by rotating groups, uncertainty, and development of higher order thinking skills. Literature suggests that the teacher role is changing from direct supervision to one that delegates authority, treats status problems, develops students' thinking, and provides specific feedback. A training program to prepare teachers for the delegation of authority includes a workshop, which consists of lectures and a practicum, and followup evaluation and feedback, which is based on the Teacher Observation Instrument and the Whole Class Observation Instrument. Four figures are included. (14 references) (LMI)

ED 333 548 EA 023 048

Dowhower, Sarah L.
The Beginning of the Beginning: A Comparison of Classroom Management Practices of Novice and Experienced Kindergarten Teachers the First Month of School.
PUB DATE - Apr 91
NOTE - 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Beginning Teachers; *Behavior Problems; *Classroom Techniques; *Discipline; Kindergarten; Primary Education; *Teaching Experience

A descriptive study investigated the nature of classroom management practices and teacher thinking about these practices in five kindergartens during the first month of school. Participants (two novice second-year teachers and three experienced teachers) were videotaped during four half-day sessions, beginning with the first day of school and once a week thereafter. Stimulated recall data were gathered in audiotaped interviews as teachers viewed videotapes of themselves. Clinical observations were gathered during and after tapings and interviews. Using these three data sources, a grounded theory analysis generated 55 categories of classroom management issues. Temporal patterns were analyzed. Using the constant comparative technique, eight hypotheses were developed concerning the importance of management over content, routinization, establishment of rules and control, individual behavior problems, discipline styles, first-day differences, and learning opportunities offered by the half-day schedule. Descriptions of similarities and differences between experienced and inexperienced teacher illustrate how they help children learn school behaviors and maintain order the first days of kindergarten. (17 references) (Author/MLH)

ED 333 549 EA 023 049

techniques, governance structure, and workshop evaluation. Appended are an example of teacher scores on Domain I, a workshop evaluation form, and an annotated bibliography of 47 resources related to varying instruction and various instructional methods. (9 references) (CLA)

ED 333 569 EA 023 078

Hammond, James R.; Boivin, Real G.
Improving Student Behavior.
National Association of Secondary School Principals, Reston, Va.
PUB DATE - Apr 91
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Change Strategies; Discipline; Educational Environment; *Educational Strategies; Elementary Secondary Education; *Motivation Techniques; Prevention; *Student Behavior; Student Motivation; Student School Relationship

This document provides brief descriptions of 12 prevention strategies, 6 curriculum-based strategies, and 7 motivational strategies for improving student behavior. Alternative schools and programs, counseling, parent involvement, community involvement, student orientation programs, learning styles, writing activities, student codes of conduct, sanctions, behavior contracts, and cooperative learning are among the topics mentioned. Effective programs from seven high schools and districts across the nation are cited. (CLA)

ED 333 570 EA 023 079

Nytell, Ulf
Working Conditions for School Leaders (Principals) in Sweden.
PUB DATE - Apr 91
NOTE - 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Foreign Countries; Instructional Leadership; Organizational Objectives; *Principals; *Quality of Working Life; School Organization; Teacher Administrator Relationship; *Work Environment
IDENTIFIERS - *Sweden

Working conditions of school leaders in Sweden are influenced by the state and various interest groups. Results of a study to compare teachers' perceptions of school leaders' work with their formally designated tasks are reported in this paper. Reasons for school leaders' working conditions are also discussed. A mailed questionnaire was completed by 2,197 out of 2,800 teachers in 11 municipalities, a 78 percent response rate. Findings indicate that teachers' expectations of school leaders did not correspond with the formal tasks that were established by the governing body, pointing to an inherent conflict within the school organization. Teachers expected principals to perform operational functions separate from teaching, while principals' official job responsibilities emphasized instructional leadership. Recommendations for improving professionalism are to develop the principal's knowledge base and priority of school goals. Eight tables and one figure are included. (31 references) (LMI)

State Law Challenges to School Discipline: An Outline of Claims and Case Summaries.
Harvard Univ., Cambridge, Mass. Center for Law and Education.
PUB DATE - Dec 90
NOTE - 38p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Court Litigation; *Discipline; Due Process; Elementary Secondary Education; Higher Education; *Legal Problems; Libel and Slander; Privacy; *School Law; *State Legislation; *Student Rights

This publication presents topic headings that may be used as a checklist of state law grounds for challenging a disciplinary action. Topics include: (1) illegality in rule adoption; (2) inadequate notice that conduct is subject to discipline; (3) existence of a protected interest; (4) inadequate notice of hearing; (5) inadequate hearing procedures; (6) unauthorized discipline; (7) discipline inconsistent with a body's own rules; (8) discipline inconsistent with a state statute or regulation; (9) excessive discipline; (10) discipline implicating a state-created right to education, free expression, privacy, freedom from defamation, and substantive due process; (11) discipline involving arbitrary, capricious, or unreasonable conduct; (12) disparity in discipline; (13) discipline involving a contract violation; (14) appeal; and (15) remedies. Within each subject matter category are the subheadings "student prevailed," "student did not prevail," and "other related decisions." Within each category, decisions are listed in alphabetical order by state, with the most recent state decision appearing first. (MLH)

ED 333 591 EA 023 115

Burnett, I. Emett, Jr.; Pankake, Anita M.
The Effective Elementary School Principal: Theoretical Bases, Research Findings and Practical Implications.
PUB DATE - Nov 90
NOTE - 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 14-16, 1990). For related document, see ED 321 349.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Administrator Effectiveness; Definitions; Educational Change; *Effective Schools Research; Elementary Education; *Instructional Leadership; Organizational Theories; *Principals; *School Administration; *Theory Practice Relationship

Although much of the current school reform movement relies on the basic assumption of effective elementary school administration, insufficient effort has been made to synthesize key concepts found in organizational theory and management studies with relevant effective schools research findings. This paper attempts such a synthesis to help develop a clearer concept of elementary school principalship effectiveness. Following some definitions of key terms, the paper presents several concepts from organizational/management theory, including the Getzels-Guba Model of Organizational Social System Functioning, Maslow's Hierarchy of Human Needs, and Glickman's Paradigm of Teacher Categories. These concepts are then correlated with relevant effective schools satisfying solutions to graphic problems that proceeds along a stage-like path; (2) gifted children aspiring to be artists carefully imitate their culture's representational conventions; and (3) styles or projective systems are derived from natural perspective and are alternative ways of representation that are not ordered along a developmental dimension. Detailed analysis of the drawings of the child artist from the ages of 2 through 6 lead to the conclusion that even a precociously gifted child artist does not really skip stages or phases in his graphic development. The idea that drawings employ an arbitrary system of convention-based graphic symbols was not supported. The existence of an intrinsic logic that guides the child's motivated invention of drawing systems was supported. The drawings are attached. (14 references.) (DB)

ED 333 613 EC 300 364

Sparks, Shirley N.; And Others
Infants at Risk for Communication Disorders: The Professional's Role in the Home or Center. The Professional's Role with the Newborn. Leader's Guide and Participant's Guide.
Western Michigan Univ., Kalamazoo. Dept. of Speech Pathology and Audiology.
SPONS. AGENCY - Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE - 90
NOTE - 235p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - *At Risk Persons; Child Caregivers; Child Development; *Communication Disorders; Early Intervention; Evaluation Methods; *Handicap Identification; Hearing Impairments; Infants; Inservice Education; Language Acquisition; Neonates; Prevention; Professional Personnel; Role Perception; *Speech Therapy; Staff Role; Therapists; Toddlers; Workshops

This document comprises two leaders' guides and two participants' guides to two inservice presentations on the speech/language professional's role in working with at-risk infants and toddlers. Videotapes are intended to accompany the materials. The needs assessment, field testing, content/design analyses, and validation studies conducted in the development of the materials are described. The first workshop focuses on providing services to infants and toddlers in their homes or at clinical centers. The leader's guide includes sections which cover: instructions for the leader; purposes and overview of the program; assessment and intervention with the infant/toddler; assessment and intervention with focus on infant-caregiver interaction; and assessment and intervention with focus on the caregiver. A bibliography of 65 items is included. The other workshop presents the professional's role in working with at-risk newborns. Sections address: instructions for the leader; purposes and overview; the neonatal intensive care unit; the infant at risk for hearing loss; and primary prevention with parents and prevention with health professionals. A bibliography of 50 items is attached. The participants' guides provide parallel information, as well as information concerning services and descriptions of infant tests. (DB)

ED 333 614 EC 300 365

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Academic Achievement; Adult Basic Education; *Adult Literacy; Basic Skills; Career Development; Economics; Educational Research; *Education Work Relationship; Foreign Countries; Illiteracy; *Job Skills; Job Training; Labor Force; *Labor Force Development; *Literacy Education; Student Evaluation
IDENTIFIERS - *Workplace Literacy

Literacy for participation in the economy has been promoted through legislation providing for adult education upgrading programs in the United States and Canada. More recently, publications and organizations have expressed concern for lack of participation in the economy by many adults who lack the necessary literacy skills. Although few doubt the relationship between literacy levels and ability to function in work-related literacy tasks, the level or degree of such literacy requirements is not known. Research has shown that the level of literacy in the workplace is not determined by a grade equivalent but by the literacy needs of the workplace. Furthermore, the nature of literacy in the workplace is different from school-based literacy. Researchers see little relationship between the manner in which literacy is presently developed and power or mobility. Admission to the workplace through testing may be in conflict with approaches to literacy development and with a person's legal rights. Successful literacy programs have tended to be those that have been developed in a particular domain or situation. Literacy programs integrated with job development have resulted in significant gains in job-related reading. Literacy for participation in the economy must also be seen in terms of producers (workers) and consumers. (19 references)

ED 333 108 CE 057 788

Fagan, William T.
Understanding Learner Participation in Adult Literacy Programs.
PUB DATE - 91
NOTE - 31p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adult Basic Education; Adult Learning; *Adult Literacy; *Adult Programs; Andragogy; Dropout Prevention; *Dropout Research; Foreign Countries; Illiteracy; Learning Motivation; *Literacy Education; Program Design; Program Development; *Student Motivation; *Student Participation

Although the emphasis on adult literacy/basic education is increasing, the high dropout rate from programs in these areas is a concern. Why learners choose to participate or not to participate in such programs can be understood in terms of three sets of factors. Learner-inherent factors include self-evaluation, goals, and capabilities. Life factors include the conditions and circumstances surrounding an individual that affect enrollment and participation in adult education programs; three such factors are information, transitions, and barriers. Program factors, the nature of the educational programs available to adults, include organization, content, procedures, and personnel. It is not enough to understand these separately and independently. A more complete understanding of participation/nonparticipation is reached by applying Bateson's (1958) model of differentiation/congruency in examining how these three sets of factors interact. Devising and implementing an adult education program is both a complex and complicated task. The program must provide for interaction between instructor and students, students must understand how what they the program did not meet its stated numerical goal (150 students served), it has grown and prospered. (KC)

ED 333 128 CE 058 075

Macmurdo, Alice
Technology Literacy Project . Final Financial Status and Performance Report, F.Y. 1988.
Iberia Parish Library, New Iberia, LA.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 88
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Computer Assisted Instruction; *Courseware; Educational Research; Illiteracy; Library Extension; *Literacy Education; *Reading Achievement; *Reading Improvement
IDENTIFIERS - Laubach Method; Louisiana (Iberia Parish)

A project in Iberia Parish, Louisiana, investigated whether the use of computers along with Laubach literacy materials could significantly raise the reading level of adults presently reading at the 0-4 grade levels. Adults in a control and an experimental group (15 in each) worked one-on-one with volunteer tutors using the "Laubach Way to Reading" materials. The experimental group also had computer-assisted instruction. Other project activities were the following: (1) tutors received computer training; (2) software was created to correlate with Laubach materials; (3) computer programs for adults reading at grade 5-6 levels and basic mathematics books and software were purchased; and (4) peripherals required for use with certain computer programs were purchased. There was a shift away from computer programs focusing on phonics and toward the more global, visual methods of "Project Star" software, favored by adult students. Analysis indicated that the control group showed an advancement of 0.7 grades per 50 hours of work, and the experimental group showed an advancement of 1.2 grades. Other findings were that students showed evidence of tremendous growth in self-confidence; various reading styles existed among students; and unemployed adults were using the computers to gain skills and enhance their employability. The project also acquired library materials, recruited and trained volunteer tutors, and publicized the program. (Attachments include a questionnaire and description of "Project Star" software.) (YLB)

ED 333 129 CE 058 078

Sherry, Diana
Learning To Read Program. End of Year Report/Final Performance Report. Fiscal Year 1988 (October 1, 1988-September 30, 1989).
Boulder Public Library, CO.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 30 Sep 89
NOTE - 126p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Adult Reading Programs; Correctional Education; Inservice Teacher Education; *Library Extension; *Literacy Education; Program Content; *Program

This volume contains papers of interest to Texas Association for Community Service and Continuing Education (TACSCE) members. The editorial, "Planning to Fail" (Silvia Lesko), emphasizes the importance of strategic planning. A perspective paper, titled "Continuing Education as a Vehicle for Economic Development and/or Recovery" (Phillip Speegle), looks at the role of continuing education in the next decade. "The Humanities in Texas Continuing Education" (Mary McIntire) is the President's Award paper. Based on a survey of 67 TACSCE institutions (32 responses), it takes the position that humanities programs are worth doing; public humanities programming is alive and well, though not necessarily in university and college continuing education; humanities programming can succeed in urban and rural areas; and TACSCE should assume a leadership role in humanities public programming in Texas. The runner-up President's Award paper is "An Exploratory Study of Nonparticipation by Older Adults in Organized Educational Activities" (Allan Pevoto). It reports a study to identify the reasons for nonparticipation through interviews with 33 older adult nonparticipants. Two major categories are suggested as describing the basis for nonparticipation: a negative self-image and lack of interest in courses offered. "1989 Personnel Profile/Salary Survey and Institutional Profile" (Howard Smith et al.) presents results of a comprehensive survey of 281 institutions regarding continuing education personnel, salaries, and programming. (YLB)

ED 333 148 CE 058 130

Blunt, Adrian, Ed.
Commission of Professors of Adult Education. Proceedings of the Annual Conference (Salt Lake City, Utah, October 28-30, 1990).
Commission of Professors of Adult Education.
PUB DATE - Oct 90
NOTE - 90p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Reports - Research/Technical (143)
DESCRIPTORS - *Adult Education; *Adult Educators; Criticism; Educational Research; Higher Education; *Independent Study; Instructional Improvement; *Land Grant Universities; Mission Statements; Research and Development; Social Change; Teacher Effectiveness; Teacher Role; *Theory Practice Relationship
IDENTIFIERS - Mock Trials

These proceedings are presented in three parts. The first, "The CPAE (Commission of Professors of Adult Education) and Its Mission," contains seven presentations: "Some Observations on the Role of the Commission of Professors" (Collins); "Which Way? This Way and That Way: Recommendations from the Task Forces" (Blunt); "CPAE: Roles and Future Directions" (Karlovic); "On the Nature of Community and the Sound of Voice" (Wilson); "Broken Dialogue: Reflections on the 1990 CPAE Review of Purpose" (Quigley); "When You Find Yourself on the Periphery, Use Your Peripheral Vision" (Norland); and "Observations on the Role and Directions of the Commission of Professors 1990 Conference" (Stubblefield). The second, "The Land Grant University: On Trial," is a mock trial with presentations by the following participants: Sandmann, Rivera, Russell, King, Hildreth, Dawson, Baugher, and Apps. The third part presents the concurrent sessions of five task forces. The first, on university adult education and social change includes the following: "The Adult Education Professor as Intellectual Worker" (Welton); "Strategies for Action within the Academy" (Beder); and "Re-Visioning Our Role in Society" (Horton). The session by the Task Force on Critical Adult Education includes

Programs through Accommodation Teams.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 5p.; Produced by the Technical Assistance for Special Populations Program, University of Illinois at Urbana-Champaign site.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Journal Articles (080)
DESCRIPTORS - *Academic Education; *Integrated Curriculum; Models; Postsecondary Education; Program Improvement; *Special Needs Students; Teamwork; *Vocational Education
IDENTIFIERS - Carl D Perkins Voc and Appl Techn Educ Act 1990

Strategies for integrating academic and vocational skill have been the focus of increasing attention in recent years. The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 mandates that state and local education agencies integrate these programs so students achieve both academic and vocational competencies. Implementation of this mandate presents major challenges. One such challenge is the development of curricula that acknowledge program goals and the environment in which they are implemented. Eight models have been identified for integrating academic and vocational programs: (1) incorporate academic competencies into vocational courses; (2) combine the efforts of academic and vocational teachers to incorporate academic competencies into vocational courses; (3) make academic curricula more vocationally relevant; (4) modify both academic and vocational curricula to be more compatible with each other; (5) use academies--schools within schools; (6) develop departments organized around occupational clusters; (7) encourage single-occupation institutions to focus integration efforts; and (8) maintain conventional departments. Through maximizing success, implementing integration efforts, using an accommodation team, more effective accommodation outcomes and strategies designed to help a wide array of learners can be achieved. (NLA)

ED 333 168 CE 058 174

Job Placement Statistics for 1990 Vocational Education Completers in Ohio.
Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE - Sep 90
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - *Disabilities; *Disadvantaged Youth; *High School Graduates; *Job Placement; Limited English Speaking; *Outcomes of Education; Postsecondary Education; Secondary Education; *Vocational Education; Vocational Followup
IDENTIFIERS - *Ohio

This booklet reports job placement statistics in three major sections: secondary, secondary special populations, (disabled, limited English speaking, and disadvantaged), and postsecondary vocational education completers. In the secondary section, tables and graphs report job placement rates by year, by program area, and for general and vocational curriculum completers; they also provide follow-ups on 1989 and 1985-1989 vocational education completers. In the secondary special populations section, job placement rates are reported by population group, by employment status/population of 1989 secondary vocational education

Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Dropout Prevention; *High Risk Students; *Inservice Teacher Education; Learning Activities; Lesson Plans; Potential Dropouts; *Program Implementation; Remedial Programs; Secondary Education; Special Needs Students; Teaching Methods; Transparencies; *Vocational Education; *Vocational Evaluation

This manual was developed to provide training for professional and paraprofessional staff to support at-risk youth. The manual is organized in 14 sections that include the following topics: educational, cultural, and/or social problems; the identification process; the referral process; counseling strategies and techniques; alternative instructional strategies; adaptation or modification of materials; mentors and peer tutors; community-based and school-based support services; parent support groups; involvement in school activities; study skills; positive self-concept development; motivation; and classroom management. The final section lists 61 references. Each of the 14 content sections includes lecture notes, information sheets, and suggested activities. A collection of transparency masters at the front of the manual is keyed to each section. Appendixes provide interview forms for student vocational assessment; parent vocational assessment; teacher vocational assessment; a vocational behavior checklist for preliminary screening for placement; descriptions of vocational assessment instruments including publisher information; a profile summary form for special needs students; a comprehensive analysis of a vocational training program; a checklist of vocational support services for disadvantaged students; and a list of sources of bilingual and non-English vocational materials for various vocational areas. (KC)

ED 333 188 CE 058 214

Kapes, Jerome T.; Parrish, Linda H.
Vocational Assessment Handbook.
Texas A and M Univ., College Station. Coll. of Education.
SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - Jan 88
NOTE - 314p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Aptitude Tests; Career Development; Career Guidance; Compliance (Legal); *Disabilities; *Educational Resources; Federal Legislation; Occupational Tests; Secondary Education; State Legislation; *Student Evaluation; *Test Selection; Vocational Aptitude; Vocational Education; *Vocational Evaluation; *Work Sample Tests
IDENTIFIERS - Texas

This handbook provides resources for teachers and administrators involved in vocational assessment under the requirements of the Carl D. Perkins Vocational Education Act. The handbook is organized in seven sections. The first section provides an overview of the background and contents of the handbook. Section II gives an overview of the process of vocational assessment of handicapped persons from the perspective of career guidance. It includes a review of legislation and literature as well as a view of the three-level model of assessment developed in Texas. Section III describes the procedures for implementing vocational assessment in Texas under the Perkins Act. Section IV contains brief descriptions of 35 commercial assessment instruments, as and Non-Directive Approaches in ESL: A Follow-up Report" (Anthony D'Annunzio); "Teaching Literacy ESOL (English for Speakers of Other Languages): Notes from a Program for Displaced Workers" (Jonathan Skaff); "No More Reading Abuse" (Bridget O'Hagin); and "The Rocky Road from Frustration to Fulfillment: The Saga of a Volunteer" (Kimball Jones). (NLA)

ED 333 206 CE 058 271

Erickson, Steven R.; McLean, Gary N.
Educational Upgrading of Bilingual Refugee Workers in Minnesota. Final Report.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
SPONS. AGENCY - Bush Foundation, St. Paul, Minn.
PUB DATE - Jun 91
NOTE - 150p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Access to Education; Adult Education; *Bilingualism; Educational Finance; Educational Supply; *English (Second Language); Higher Education; *Job Training; Limited English Speaking; Native Speakers; *Needs Assessment; *Refugees; Statewide Planning; Student Financial Aid
IDENTIFIERS - *Minnesota

A project conducted a needs assessment and developed a proposal to address the needs of Minnesota's bilingual, bicultural workers in refugee-focused programs for additional education and training. A review of the literature found few published works directly related to the needs of bilingual refugee workers. Data were gathered from refugee program experts, Minnesota Department of Human Service records, bilingual workers, agency personnel, representatives of educational institutions, and published funding information. A small number of active programs engaged in training bilingual workers were identified. Most were affiliated with an institution of higher education and some granted college credit. Focus groups indicated a need for training and credentials, identified money as the foremost barrier to pursuing further education, and saw language as a serious obstacle for some. According to bilingual workers, English as a Second Language (ESL) was not the primary hurdle to returning to school. The two major hindrances were money and time issues. Representatives of the public school system and social service and health care agencies were interviewed concerning the demand for services of bilingual staff members. Their greatest concern was written language skills of these employees. Postsecondary institutions had developed a solid core of ESL classes and English support services. (Appendixes include a list of 47 references and project publicity and questionnaires.) (YLB)

ED 333 207 CE 058 272

Walker, Robert A.; And Others
An Agenda for Excellence.
J.M. Foundation, New York, N.Y.
PUB DATE - 90
NOTE - 33p.; Photographs will copy poorly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Demonstration Programs; *Disabilities; Education Work Relationship; *Employment Potential; Employment Programs;

DESCRIPTORS - *Access to Education; Adult Education; Adult Learning; *Continuing Education; *Economic Change; Economic Development; Educational Policy; Foreign Countries; Job Training; *Labor Force Development; Labor Market; *Labor Needs; Lifelong Learning; Policy Formation; Postsecondary Education; *Public Policy; Secondary Education; Skill Development; Social Change; Vocational Education
IDENTIFIERS - Computer Integrated Manufacturing; *Europe

This report is a collection of 10 papers presented at a seminar attended by delegates of European Community and European Free Trade Association (EFTA) countries to discuss policies for education and training of the labor force. Four papers make up the section, "Policies for Achieving Human Resources Development and Lifelong Learning in a Changing Labour Market": "Welfare State, Education, and Responsiveness" (Haavio); "Human Resources Management in Ireland--The Role of FAS" (Leahy); "Competence Development within the Volvo Group" (Keen); and "Defining the Training Needs--The SAS Case" (Bevort). The section titled "Right and Access to Training in Post-Industrial Societies" contains three papers: "Educational Leave and Study Assistance in Sweden" (Rubenson); "Investing in People: The British Approach" (Grover); and "Present and Future Vocational Training Needs" (Terrier). Three presentations are included in the section "The Adult as a Learner: Towards New Trends in Workplace Learning": "Development Trends in Vocational Continuing Training in the Federal Republic of Germany" (Sauer); "Computer Integrated Manufacturing and Continuing Vocational Education and Training" (Schneeberger); and "Vocational Training Programs on the Workplace in Greece" (Sofianopolous). (YLB)

ED 333 225 CE 058 313

Mohan, Donna Krepin
A Descriptive Study of the Career Status of the Graduates and Active Students in the Masters of Arts Degree Program in Adult & Community Education.
PUB DATE - 16 Dec 90
NOTE - 47p.; Course requirement, Indiana University of Pennsylvania.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Undetermined (040), Reports - Research/Technical (143)
DESCRIPTORS - *Adult Education; College Graduates; *College Programs; College Students; *Community Education; Educational Research; *Employment Level; Graduate Surveys; Higher Education; *Income; Masters Degrees; *Outcomes of Education; Program Attitudes; Program Effectiveness; Student Attitudes; Vocational Followup
IDENTIFIERS - *Indiana University of Pennsylvania

A descriptive study was conducted of the career status of the graduates of the Adult and Community Education (ACE) program of Indiana University of Pennsylvania. A questionnaire was developed and sent to 238 graduates and active students of the program, asking about the kinds of careers being pursued, the salaries being earned, and the perceived importance of the ACE degree in obtaining the respondents' present positions. Eighty-nine questionnaires were returned from 40 active students and 49 graduates. The respondents identified a total of 68 different job titles; they were employed in a wide variety of fields, with health care and higher education employing the largest proportion of ACE students. Respondents ranged from the unemployed/retired to those earning more than $50,000 per year. The highest paid graduates were employed in health care, retail business, and consulting/training services. The highest paid current students were employed in utilities, health care, higher education, and assess the occupational competence of occupational specialist candidates, annual workshops for training of performance test examiners, and state funding. (Appendixes include a list of performance examiners, evaluation sheets, and a third-party assessment.) (YLB)

ED 333 243 CE 058 351

Greenan, James P.
Review and Assessment of Secondary Trade and Industrial Education Curriculum. Final Report.
Purdue Univ., Lafayette, Ind.
SPONS. AGENCY - Indiana State Dept. of Education, Indianapolis. Center for School Improvement and Performance.
PUB DATE - Apr 90
NOTE - 155p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Basic Skills; Curriculum Evaluation; High Schools; Interpersonal Competence; Job Skills; *National Surveys; *School Surveys; Science Education; *Secondary School Curriculum; Skilled Occupations; Technical Occupations; Thinking Skills; *Trade and Industrial Education
IDENTIFIERS - *Indiana

An assessment was made of the needs of secondary trade and industrial education curriculum in Indiana. The study also identified those skills and knowledge that are important in trade and industrial occupations in business and industry and in secondary trade and industrial programs. Three surveys were conducted: (1) Business, Industry, and Labor (BIL) Curriculum Needs Survey; (2) Local Curriculum Assessment Survey; and (3) National Curriculum Assessment Survey. The final response rates were as follows: (1) BIL survey--165 of 250 (66 percent); (2) local survey--188 of 250 (75 percent); and (3) national survey--43 of 55 (78 percent). The quantitative data for each of the three instruments were analyzed using descriptive statistical methods and the qualitative information was analyzed using categorical and frequency procedures. Twenty-three recommendations were based on the results of the three studies. (Fourteen references and five appendices are included. The appendices are as follows: BIL curriculum needs survey; local curriculum assessment survey; national curriculum assessment survey; BIL and local survey data table; and skill and knowledge chart.) (NLA)

ED 333 244 CE 058 352

Makhmoutov, Mirza Ismail
Perestroyka in the Soviet Union. Occasional Paper No. 128.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
PUB DATE - 90
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Citizen Participation; Communism; *Educational Change; Elementary Secondary Education; Foreign Countries; General Education; Ideology; Political Attitudes; Political Issues; *Social Action; *Social Change; Socialism; *Vocational Education
IDENTIFIERS - *Perestroika; *USSR

This document presents the point of view that although socialism has produced benefits for the USSR, Soviet society has undertaken its self-initiated action. No one selected a remedy in which external determination of behavior was sought. (The document concludes with a list of activities suggested as possible discussion topics for empowerment. Examples are included in the areas of readiness for development of power, understanding and acceptance of self, identifying motives and goals, understanding expectations, and development of skills.) (NB)

ED 333 264 CG 023 417

Hillman, Maxine
The Effect of Supervisor's Locus of Control and Employee Behavior on Supervisor Attributions.
PUB DATE - 87
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Attribution Theory; College Students; *Employer Employee Relationship; Higher Education; *Job Performance; *Locus of Control; *Supervisors

Two theoretical areas that lend themselves to study as they relate to supervisor—worker relations are locus of control and attribution theory. This study examined two general problems: (1) how a supervisor behaves toward an employee in relation to how that employee performs in the work place; and (2) how a supervisor's locus of control influences the supervisor's behavior toward an employee. Adult college students (N=160) were classified as having internal or external locus of control based on their responses to the Rotter Internal-External Locus of Control Scale. Subjects responded to a written simulation containing information about four employees who differed significantly in how they performed their jobs. For each case study, respondents rated luck, ability, effort, and task difficulty, and indicated future expectancy of employee success on similar task, increased performance, and amount of reward. The findings indicated that a supervisor's locus of control did not significantly influence his behavior toward an employee. Findings supported the view that a supervisor's behavior will vary toward an employee according to how an employee performs in the work place. An employee who demonstrated high performance and high effort expenditure was rewarded more than an employee who exhibited high performance and low effort expenditure. A high performing, high effort expenditure employee was expected to have future success at another task of the same kind, as well as increased performance on future assigments. (44 references) (NB)

ED 333 265 CG 023 418

Kopera-Frye, Karen F.; And Others
Factors Determining Adolescent Locus of Control.
SPONS. AGENCY - Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE - Apr 91
NOTE - 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Academic Achievement; *Adolescent Development; *Adolescents; Adults; Antisocial Behavior; Depression

"Texas School Dropout Survey Project," describes a tracking study developed to measure the magnitude of the dropout problem in Texas. The tracking of 1,500 students who had withdrawn from schools in 10 districts is explained. A survey designed to elicit information from these students on their dropout status, reasons for withdrawal, working status, unmet personal and academic needs, future goals, degree of acculturation, and parents' influence on their decision to leave or return to school is described. These survey results, from 318 former students who were successfully contacted and who agreed to participate, are presented: (1) 14% of students contacted by telephone and 22% contacted by mail had not dropped out, but had either transferred or had never left school; (2) the majority of the confirmed dropouts left school because of failing grades, absenteeism, marriage, or financial difficulties at home; (3) most of the dropouts were unemployed, while those with jobs were working primarily at labor intensive, minimum wage jobs; (4) almost 40% were planning to return to school and 12% had already returned. Both the English and the Spanish versions of the tracking interview, the mail survey, the superintendent's letter, and 357 data tables are included. (NB)

ED 333 286 CG 023 440

Texas School Dropout Survey Project. Volume 4: Magnitude of the Problem--School District Research and Procedures.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY - Texas Education Agency, Austin.; Texas State Dept. of Community Affairs, Austin.
PUB DATE - 31 Oct 86
NOTE - 115p.; For related documents, see ED 279 752 and CG 023 437-443. Faint print in executive summary.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Black Youth; Computation; Cultural Differences; Dropout Rate; *Dropouts; Employment Potential; Grade 9; Hispanic Americans; Racial Differences; *Research Methodology; *School Districts; Secondary Education; *Secondary School Students; Sex Differences; Unemployment; Whites
IDENTIFIERS - *Texas

Volume 4, the fourth of eight publications developed by the Intercultural Development Research Association as part of the "Texas School Dropout Survey Project," focuses on school district research and procedures. It describes a survey of 143 districts with dropout identification procedures conducted to examine those procedures. Findings from 78 districts are reported that revealed that: (1) the majority of districts followed the Texas Education Agency (TEA) guidelines for "improper" and "proper" reasons from dropping out; (2) if a student met other dropout criteria but was no longer of compulsory school age, 68% of the school districts would include him/her in the dropout counts; and (3) 71% of the districts followed a freshman class for 4 years and almost 80% followed a student on a yearly basis to determine the dropout rate. It is concluded that, despite the efforts of the TEA to provide guidelines for dropout identification, districts need a more precise and applicable definition, as well as methodological guidelines. District dropout research conducted in Brownsville, the Tyler Independent School District (ISD), the Ysleta ISD, the McAllen ISD, the Corpus Christi ISD, Santa Gertrudis, the Houston ISD, the Dallas ISD, and the Austin ISD is reviewed, summarized, and conclusions are drawn. Recommendations for dropout definitions and calculation of dropout rates are given. Relevant materials are attached. (NB) more satisfied with their career decision than individuals without an RCE. Results showed that the differences between the two groups' levels of satisfaction with their career decisions was not significant. The third hypothesis stated that individuals with at least one RCE would be more confident about implementing their career choice than individuals without an RCE. Support for this hypothesis was evidenced. The evaluation instruments are included. (BHK)

ED 333 306 CG 023 461

Smith, Elaine F.
Toward Greater Success for Minority Students on Predominantly White College Campuses.
PUB DATE - Aug 90
NOTE - 96p.; Master of Education report, University of Texas at Austin.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Dissertations/Theses - Undetermined (040), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Academic Achievement; *Black Students; *College Students; *Higher Education; Minority Groups; Racial Discrimination; Racial Factors; Student College Relationship

This report focuses on minority students, particularly African Americans, in higher education. It examines school desegregation and its effect on African Americans, the success rate of minorities in comparison to the majority population, retention issues relative to minorities, recruitment and retention programs, and the importance of multicultural and culturally pluralistic academic environments. Data are presented which reveal that minority students, especially African American students, enter college with educational deficits resulting from earlier years of schooling. It is also revealed that: (1) minorities' grades and test scores were lower, and their occupational goals were more limited than of Whites; (2) while in college, minorities experienced higher rates of attrition, lower enrollment at prestigious institutions, and underrepresentation in the science, engineering, and professional fields; and (3) minorities reported greater emotional and social stress, and less satisfaction with college in general than their White contemporaries. It is recommended that institutions of higher learning address these situations that hamper the educational achievement of African Americans and other non-Whites and develop financial aid programs, expand special programs designed to address the needs of African Americans, and involve faculty in the recruitment and retention of minority students. (BHK)

ED 333 307 CG 023 462

Stowitschek, Joseph J.; Smith, Albert J.
Implementing the C-STARS Interprofessional Case Management Model for At-Risk Children.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Feb 90
NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Counseling Techniques; Dropout Prevention; Dropouts; Elementary Secondary Education; *High Risk Students; *Interdisciplinary Approach; Models; Program Implementation; *School Counseling

DESCRIPTORS - *Community Role; Counseling Techniques; Family (Sociological Unit); *Family Counseling; Family Problems; Foreign Countries; *Social Systems; *Systems Approach
IDENTIFIERS - Israel; Refractory Disorders

Dysfunctional relations between the family and other social systems usually play a part in maintaining refractory problems and chronic patienthood. Therapeutic interventions need to work at this interface, in order to create a collaborative team that will provide sufficient support to the family at risk. This way of working can be easily applied in the highly organized community of the kibbutz, but the same principles have also been applied with urban patients. Members of the extended family, friends, close neighbors, members of the environment, physicians, and community agencies can become important therapeutic allies once it is learned how to coordinate their resources. In applying this approach therapists need to maintain contact with members of the community, and to find ways of involving them with the family, while at the same time taking care to respect family boundaries. This is a complex way of working, especially since the therapist needs to use a wide variety of techniques and apply them to different levels of the system. However, the intensive concentration of efforts during a crisis often enables the family to muster inner resources, eventually dealing with the problems in a more independent way. (A case study of a 17-year-old female suffering from epilepsy is included.) (LLL)

ED 333 327 CG 023 483

Leopold, Marlene A.
Positive Attitudes: The Building Blocks of Self Esteem.
PUB DATE - 28 Jun 91
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Adolescents; *Behavior Disorders; Elementary Secondary Education; *Nontraditional Education; *Self Esteem; *Student Attitudes; *Teacher Attitudes; Teacher Role
IDENTIFIERS - Florida (Broward County)

South Area Alternative School is a disciplinary center for conduct disordered adolescents in Broward County, Florida. The center is governed by a school-wide environmental structure so positive that negative behavior is met by appropriate consequences rather than punishment. The intake procedure includes a tour of the facility, discussion of program options, review of past behavior, and expectations of the center. After all questions are answered, the student is asked to make a decision about whether or not he wants to enroll. He is cautioned that the choice is his alone and he must be certain that he is ready to deal with whatever results from his conscious decisions from that point. The next step is often the child's first experience at goal setting. He is asked to write four goals: two academic and two behavioral. The classroom teacher incorporates them into the individualized prescription and the rehabilitative plan commences. In all cases the teacher receives each student with as positive an attitude toward school as possible. Inherent in the philosophy at the center is the belief that classroom teachers who manage students effectively are in a position to teach them more effectively. It is further assumed that successful teachers view management as an integral part of teaching. (LLL)

ED 333 328 CG 023 484

similarity," and the shift in similarity use appears to be learning based, not maturational, since it occurs at different ages in different domains. Finally, it seems that two processes act to change the representations within a domain so that relations come to be represented more uniformly within the domain. These processes are: (1) carrying out other similarity comparisons in which the alignment of two representations promotes further commonalities; and (2) learning and applying relational labels. (Five figures, and 26 notes are included; 151 references are attached.) (Author/PRA)

ED 333 350 CS 010 607

Giddings, Louise R.
Literature-Based Reading Instruction: An Analysis.
PUB DATE - May 91
NOTE - 44p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991). For another paper by this author on the same topic, see ED 322 475.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Childrens Literature; Cognitive Psychology; Elementary Education; Learning Theories; Literature Reviews; Psycholinguistics; *Reading Instruction; Reading Materials; Reading Processes; Reading Writing Relationship; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS - *Reading Theories; Research Suggestions

This paper reviews the literature relative to the theory and practice of literature-based reading instruction, and seeks to bring clarity concerning the concept of literature-based reading instruction. The paper points out that from a theoretical point of view advocates of literature-based reading instruction draw upon the whole language philosophy, psycholinguistics, and cognitive psychology. It notes that proponents of literature-based reading instruction propose that reading should develop naturally and functionally. The paper concludes that instruction should be guided by the needs and interests of learners, beginning with real literature and meaningful print rather than with fragmented language or language constructed for instructional purposes. Although varied studies are reported that support a holistic literature-based approach to reading instruction, the paper suggests that more studies are needed relative to the implementation of literature-based reading programs. (Eighty-eight references are attached.) (PRA)

ED 333 351 CS 010 608

Edfeldt, Ake W.
Teaching Analytical Reading with Newspapers as Sole Reading Texts.
Stockholm Univ. (Sweden). Inst. of Education.
PUB DATE - Apr 90
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - Serials (022)
DESCRIPTORS - Elementary Secondary Education; Foreign Countries; *Instructional Effectiveness; *Newspapers; *Reading Instruction; Reading Materials; Reading Research; *Reading Skills; *Student Centered Curriculum

Compton, Joe; Smith, Carl, Comp.
Collaborative and Cooperative Learning Techniques. Learning Package No. 6.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 35p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Classroom Environment; *Cooperative Learning; Distance Education; Elementary Secondary Education; Inservice Teacher Education; Language Arts; Learning Strategies; Peer Teaching; Reading Instruction; *Small Group Instruction; Teaching Methods; Writing Instruction
IDENTIFIERS - *Collaborative Learning

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on collaborative and cooperative learning techniques is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 373 CS 212 662

Simic, Marge; Smith, Carl, Comp.
Involving Parents in the Reading Process. Learning Package No. 7.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 43p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Distance Education; Elementary Secondary Education; Inservice Teacher Education; Learning Activities; *Parent Participation; *Parent Student Relationship; Reading Aloud to Others; *Reading Instruction; Reading Processes; Recreational Reading; Teacher Role
IDENTIFIERS - Family Literacy; Reading Motivation

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on involving parents in the reading process is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

ED 333 374 CS 212 663

Simic, Marge; Smith, Carl, Comp.
Applying Various Comprehension Strategies. Learning Package No. 8.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90

Defense Schools (DoDDS) system, this learning package on writing apprehension and the writing process is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 399 CS 212 688

Simic, Marge, Comp.; Smith, Carl, Ed.
Computers and Writing. Learning Package No. 33.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 52p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Computer Assisted Instruction; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Microcomputers; *Word Processing; Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS - *Writing Development

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on computers and writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 400 CS 212 689

Simic, Marge, Comp.; Smith, Carl, Ed.
Journal Writing. Learning Package No. 34.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 46p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Dialog Journals; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Journal Writing; *Reading Writing Relationship; Teacher Student Relationship; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS - Writing Development; Writing Models

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on journal writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines

PUB DATE - Mar 91
NOTE - 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *College English; Curriculum Development; Faculty Development; Higher Education; Teacher Student Relationship; Teaching Methods; *Undergraduate Students; *Writing Improvement; *Writing Instruction
IDENTIFIERS - *University of New Hampshire; Writing Development

A University of New Hampshire English department faculty member has been both a student and a teacher in the writing program. As a student she learned, over time, to do more writing in class, rather than in solitude. Time, topic, and structure limits came to be seen as liberating. The writing course encompassed not only conferences and full-class workshops, but reading groups, writing groups, a research project, oral presentations, debate, student-led exercises, responses to conferences, responses to groups, responses to collaborative projects, and double-entry journals. While one instructor developed the research project more fully, others worked to incorporate more reading into their classes. The faculty realized that while students had free choice regarding writing topics, readings were assigned. From then on, students were allowed to select readings and share them with the class. They also wrote five pages per week. The department community respects good writing and good teaching, so there is room for growth. (SG)

ED 333 425 CS 212 865

Sandman, John
Alternatives to the Anthology: Rethinking an Introductory Literature Course.
PUB DATE - Mar 91
NOTE - 11p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Indianapolis, IN, March 14-16, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Anthologies; *Authors; *Fiction; Higher Education; *Introductory Courses; *Literature Appreciation; *Textbook Selection; Undergraduate Students
IDENTIFIERS - Aesthetic Reading

A college educator (trained in composition) encountered some problems when he began teaching an introductory literature course. In the first year of the course, he used a fiction anthology as his textbook. The class examined one story at a time, and attempts to compare readings seemed forced. The teacher realized that anthologies are narrow in scope, including few women writers, African-American writers, experimental writers, etc., and usually only contain one or two pieces by each author. Eventually, the instructor began to use single author collections. While students could then explore fewer cultures and historical periods, they could examine each author more deeply and with more context. Using stories that were less familiar than those commonly found in anthologies allowed the teacher to imagine student questions more easily and to have more meaningful dialogue with students. The

Many treatments of teacher questioning in reading and literature have defined teacher questioning as a cognitive process. Emanating from a reading comprehension perspective, this view of questioning argues that asking a variety of higher level questions will lead students from literal to more inferential levels of text understanding. Approaches to literature teaching based solely on taxonomies or reading levels, however, may not be entirely appropriate for explaining what happens when readers understand and interpret literary, as opposed to non-literary texts. From a sociolinguistic perspective, teachers' questions have also been envisioned as part of a social interaction, in which learning experiences evolve out of the mutual participation of teachers and students. This perspective can be somewhat limited, however, when it deals only with the surface dimensions of classroom interactions. In order to fully understand the dynamics of their questioning practices, teachers must learn to view them as part of a cultural event, where the very identities of each participant as student, teacher, learner, or interpreter are shaped and defined. In understanding the cognitive, social, and cultural dimensions of the questions they ask, teachers can not only begin to ask more challenging questions of their students, but also begin to challenge the underlying assumptions behind the questions they ask, as well as the very predominance of questioning as an instructional technique. (Fifty-four references are attached.) (PRA)

ED 333 445   CS 212 886

Petrosky, Anthony
To Teach (Literature?) Report Series 5.4.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 45p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Critical Reading; Higher Education; *Literary Criticism; Literature Appreciation; *Reader Text Relationship; Reading Research; *Student Writing Models; Teacher Role; Teaching Methods; *Teaching Models
IDENTIFIERS - *Aesthetic Reading; Literary Theory

Teaching models, derived from theory and research, are static, and lack responsibility. Models substitute an abstracted notion for teachers. Literature can be viewed as a field of play, where meaning opens, rather than as a body of knowledge. The teacher's challenge consists of posing questions that allow students to formulate their takes on a text, constructing opportunities for students to critically exchange their takes, and posing questions that encourage self-reflexive readings of the offered takes. In one 12-week sequence of assignments, students worked from two short stories and an interview and completed four writing assignments (plus two revisions for each writing assignment). The sequence was designed to let students share interpretations from challenging readings and take a critical stance towards the readings and interpretations. Some examples from the students' writings show their struggles with their close readings. The use of multiple texts and assignments allows students to posit meaning in a continuous but bounded field of play. By contrast, teaching models treat knowledge as objects rather than discursive practices, and turn discussions of theory and practice into negative consequence the devaluing of practitioner knowledge. Further, the process of projecting value on the discipline involves the "scientification" of the field, promoting the distinction between theoretical and practical knowledge. Thus composition specialists may be distancing themselves from pedagogy. Three specific trends are notable as professionalization continues. Firstly, more upper-level courses and graduate programs in composition studies will be established to provide work for the increasing number of Ph.D. specialists. This process will remove the persons with the most training in rhetoric/composition from undergraduate writing classes. Secondly, the increasing pressure to do research and to vie with one another for professional survival and/or advancement will force greater numbers of composition specialists to demand reduced teaching loads, which will in turn create pressure to increase class size in undergraduate courses, and/or to hire additional underpaid part-time instructors. Thirdly, the increasing fragmentation of composition studies and the resulting hierarchy of subspecialties will ensure that the needs of some student populations will continue to be addressed, while the needs of others will be ignored. One tentative step that the composition professionals might take towards making the profession responsive to more of its members and to more of the students is to examine the enterprise a bit more carefully. (PRA)

ED 333 465 CS 212 914

Fontaine, Sheryl I.
M.A. Programs in Composition: Existing Courses of Study.
PUB DATE - Mar 91
NOTE - 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Degree Requirements; *Doctoral Programs; Graduate Study; Higher Education; *Masters Programs; National Surveys; Rhetoric; School Surveys; *Writing (Composition); *Writing Instruction; Writing Research
IDENTIFIERS - Composition Theory

A study examined the status of graduate studies in composition at the M.A. level. Open-ended surveys were sent to every M.A.-granting institution listed in "Petersen's Graduate Programs in the Humanities." One hundred eleven surveys were returned (a 39% response). Results indicated that: (1) the average M.A.-granting institution does not offer either a specialization or degree in composition, but does have some composition or rhetoric elective courses available; (2) the degree programs that do exist tend to have been established longer than programs that offer concentrations and tend to have more faculty who specialize in composition; (3) students in these programs were slightly more likely than not to have available either teaching assistantships, readerships, or writing tutor positions; and (4) students who graduate with M.A. degrees or concentrations in the discipline return to or procure teaching appointments at secondary schools or community colleges, seek admission into Ph.D. programs, or become professional writers. Results also indicated that all of the courses identified as central to doctoral programs in composition were also identified by the M.A. programs: composition theory, rhetoric, teaching writing, composition research, and linguistics. Findings suggest that few programs focus on the interdisciplinary, taken from the 1987 and 1988 Canadian Territorial Achievement Tests. The booklet's 70 pieces of writing include essays on education in the Northwest Territory, narratives on how the best laid plans can go wrong, humorous treatments on uses for chewing gum and the best ways to keep warm, and discussions of issues that concern teenagers of the north. (SR)

ED 333 487 CS 212 940

Dobson, Debby, Ed.
Rappin' Raven.
Northwest Territories Dept. of Education, Yellowknife.
PUB DATE - 90
NOTE - 72p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - General (020), Creative Works (Literary and Dramatic) (030)
DESCRIPTORS - *Children; *Creative Writing; Elementary Secondary Education; Essays; Foreign Countries; Personal Narratives; Student Writing Models
IDENTIFIERS - Canada; *Childrens Writing; Northwest Territories

This booklet contains a selection of stories written by children for the Canadian Broadcast Corporation Mackenzie's "Write a Good Story and Get Your Name on the Radio" contest, many of which were originally broadcast on a morning information radio program. The booklet's 50 selections are each accompanied by the author's name, grade, and town. (SR)

ED 333 488 CS 507 443

Thomlison, T. Dean
Teaching Empathic Listening.
PUB DATE - Apr 90
NOTE - 9p.; Paper presented at the Annual Meeting of the Central States Communication Association (Detroit, MI, April 5-8, 1990). For another presentation of the same material, see CS 507 444.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Communication (Thought Transfer); *Course Content; Higher Education; *Interpersonal Communication; Listening; *Listening Skills; Speech Communication; *Speech Curriculum; *Speech Instruction; *Speech Skills
IDENTIFIERS - *Empathic Listening

Empathic listening is central to almost all human communication processes. "Feeling with" another is the heart of empathic listening: it includes a cognitive understanding of what the other is communicating plus a sensitivity to their state of emotion. One possible approach to utilize in the teaching of empathic listening is to begin a general unit on "Communication and Feelings." In designing such a unit, teachers should use activities which promote students getting in touch with themselves, develop exercises which push students to locate the "feeling source," and make important points about feelings during these exercises. Teachers should provide students with basic guidelines about the nature of emotions: (1) emotions serve as a monitoring system; (2) locating the feeling source is helpful in finding solutions; (3) feelings are not good or bad--they just are; (4) feelings are present in all transactions--work on listening for them; (5) the way people think results in feelings; (6) the student should own and trust his/her feelings; (7) the student should report feelings perceived conflict, the nature of the conflict, and the stress associated with it is critical. The second facet involves learning how to utilize conflict resolution strategies. Emphasis is placed on rhetorical purpose and communication focus. The third facet involves managing individual responses to conflict and stress. Clarifying personal values, developing specific coping strategies, and utilizing general stress management techniques are important factors. Conflict and stress management training programs need to enhance the learning of appropriate communication skills and knowing when and how to apply them. Training that integrates the three facets associated with conflict and stress offers a solid foundation to provide the insights needed to reach good decisions and the communication skills for executing them. (Twenty references are attached.) (PRA)

ED 333 509 CS 507 490

Steinke, Jocelyn; Long, Marilee
Communicating Health Risks to the Public: A Content Analysis of Press Coverage of the Health Risks Associated with Video Display Terminal (VDT) Use.
PUB DATE - May 91
NOTE - 39p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Communication Research; Community Education; Content Analysis; Newspapers; *News Reporting; Public Health; Public Health Legislation; *Video Display Terminals
IDENTIFIERS - *Communication Styles; Health Communication; Health Hazards; *Health Risk Appraisal; Journalism Research; News Stories; New York (Suffolk County)

A content analysis examined health risk communication statements in national and local press coverage in 1988 of a controversy over proposed legislation to regulate the use of video display terminals (VDTs) in the workplace in Suffolk County, New York. The health risk communication statements from a total of 55 randomly selected articles were categorized as cognitive or affective statements and as alarming, reassuring, neutral or balanced (both alarming and reassuring) statements. The articles were selected from the "New York Times," the Long Island edition of "Newsday," and "Suffolk Life." Results showed that national and local newspapers differed significantly in the percent of cognitive and reassuring risk information they presented, but not in the percent of affective or alarming information they presented. In addition, national and local newspapers differed significantly in their use of health risk frames for articles. No significant differences for any of the variables were found between the local newspapers. (Five tables of data are included, and two appendixes and 48 references are attached.) (Author/PRA)

ED 333 510 CS 507 491

Fine, Marlene G.
Multicultural Voices in the Workplace: Organizational Communication in the Year 2000.
PUB DATE - 26 Apr 91
NOTE - 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

information searching and assessment behavior. Chapter 7 describes the tasks that managers rate as being particularly important, and chapter 8 analyzes how certain structural and environmental changes influence organizational functioning. The appendix explains the study's setting (the central office of a large central city school district), manager characteristics, and data collection methods. An index is provided. (193 references) (MLH)

ED 333 529 EA 022 833

Field Hearing on Parental Choice. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, United States House of Representatives, One Hundred First Congress, Second Session (Milwaukee, WI, November 16, 1990).
Congress of the U.S., Washington, DC. House Subcommittee on Elementary, Secondary, and Vocational Education.
PUB DATE - 91
NOTE - 223p.; Serial No. 101-131. Some print will not reproduce adequately in paper copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Educational Equity (Finance); *Educational Vouchers; Elementary Secondary Education; *Equal Education; Free Choice Transfer Programs; Government Role; Hearings; *Private School Aid; Private Schools; *School Choice
IDENTIFIERS - Milwaukee Public Schools WI; *Wisconsin (Milwaukee)

Statements, prepared statements, letters, and supplementary materials presented at a field hearing on a parental choice program in Milwaukee, Wisconsin are compiled in this report. Under the "Choice" Program, the state pays $2,440 for each of a limited number of K-12 pupils residing in the City of Milwaukee, Wisconsin to attend nonsectarian, private schools located in the city. Eligibility is limited to pupils whose total family income does not exceed 175% of the federal poverty level. The state public aid to Milwaukee schools is reduced for each student participating in the "Choice" program. Testimonies and prepared statements were offered by various educational administrators and parent, teacher, and interest groups. Arguments against the proposal are that it detracts from educational reform and establishes two classes of education. Proponents argue that it offers high-quality, individual learning and smaller class sizes. A summary of the Milwaukee choice plan and a copy of the Wisconsin Administrative Code on Educational Approval Board are included. (LMI)

ED 333 530 EA 022 834

Oversight Hearing on Education Reform and American Business and the Implementation of the Hawkins-Stafford Amendments of 1988. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, United States House of Representatives, One Hundred First Congress, Second Session (November 20, 1990).
Congress of the U.S., Washington, DC. House Subcommittee on Elementary, Secondary, and Vocational Education.
PUB DATE - 91
NOTE - 165p.; Serial No. 101-130. Some print will not reproduce adequately in paper copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Accountability; *Business Responsibility; *Cooperative Education; *Corporate Support; *Educational Improvement;

Gottfredson, Denise C.; And Others
Managing Adolescent Behavior: A Multi-Year, Multi-School Experiment. Report No. 50.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Nov 90
NOTE - 58p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Administrator Role; Classroom Techniques; *Discipline Policy; *Discipline Problems; Educational Environment; Intermediate Grades; Junior High Schools; *Middle Schools; Parent Participation; Positive Reinforcement; Program Descriptions; Program Effectiveness; School Policy; *Student Behavior; Student Motivation; Student School Relationship
IDENTIFIERS - *Charleston County School District SC

A 3-year program was implemented in eight middle schools in the Charleston County School District (South Carolina) in fall 1986 to cope with high rates of student misconduct. The program sought to improve the clarity of school rules and the consistency of rule enforcement, classroom organization and management, frequency of communication to the home regarding student behavior, and reinforcement for appropriate behavior. The use of school improvement teams and feedback to foster program implementation is described along with numerous measures used to assess program implementation. Program results indicate that the strength and fidelity of implementation varied considerably from school to school and were tied to the level of administrator support for the program. Student conduct improved significantly in schools where the program was implemented well. Speculations about effective discipline programs conclude the document. Appended are 10 tables and 1 figure. (39 references) (CLA)

ED 333 550   EA 023 050

Restructuring Learning for All Students: A Policy Statement by the Council of Chief State School Officers on Improved Teaching of Thinking.
Council of Chief State School Officers, Washington, D.C.
PUB DATE - Nov 90
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Citizenship Responsibility; Community Support; Creative Thinking; Critical Thinking; *Economic Development; *Education Work Relationship; Elementary Secondary Education; *High Risk Students; Parent Participation; Problem Solving; Professional Development; *School Restructuring; Student Evaluation
IDENTIFIERS - *Higher Order Learning

To lead the continuing renewal of the nation's institutions, boost U.S. economic competitiveness, and promote responsible citizenship, American education must itself be renewed and restructured. All educators must be committed to providing a high quality education for all students that results in critical and creative thinking, cooperative problem-solving, reasoned and ethical analysis, responsible and moral action, and a lifelong disposition for thinking and learning. Higher-order thinking is complex, yields multiple solutions, requires interpretation and

ED 333 571 EA 023 080

Riddle, Wayne Clifton
Expenditures in Public School Districts: Why Do They Differ? CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE - 5 Jul 90
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Educational Equity (Finance); Elementary Secondary Education; *Expenditure per Student; Federal Aid; *Federal State Relationship; Government Role; Public Education; *Public Schools; School Districts; *State Aid; *Tax Effort
IDENTIFIERS - *Funding Formulas

In almost all states, there is substantial local variation in per pupil expenditures for public elementary and secondary education. This results from the mix of state, local, and federal revenues received by most local educational agencies (LEAs), local variations in student needs, cost of providing services, and ability and willingness to raise local revenues. National interest in such variations is increasing, due to several state supreme court decisions regarding the constitutionality of state school financing systems. Also, the ability of LEAs to pay for mandated reforms has been questioned. A bill (H.R. 3850) has been introduced in the 101st Congress providing federal support for greater equalization of state school finance programs. Problems arise concerning the definition of "equal spending per pupil." State school finance programs frequently distribute aid in proportion to each LEA's number of "high cost" pupils, rather than in proportion to total enrollment. Another important factor is differences in taxable resources per pupil--the ability to pay for education. A major barrier to analyzing expenditure variations is lack of a reliable national data source. The Census Bureau's 1986-87 survey of school finances is the most current source, but the quality of data for individual LEAs is questionable. In this report, two measures of expenditure disparity are calculated for each state: the range of expenditures between the 10 highest and 10 lowest spending LEAs in the state; and the coefficient of variation from the mean. The analysis proved inconclusive regarding local causality factors influencing per pupil expenditure variations. (Author/MLH)

ED 333 572 EA 023 081

A New Compact for Learning: Improving Public Elementary, Middle, and Secondary Education Results in the 1990s.
New York State Education Dept., Albany.
PUB DATE - Mar 91
NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Goal Orientation; *Public Schools; *State Action
IDENTIFIERS - *National Education Goals 1990; *New York

The rapid changes occurring in U.S. society and the rest of the world require dramatic improvements in educating U.S. citizenry. New York's public school system also needs reorganizing according research findings, such as Edmonds's five correlates, Purkey and Smith's nine characteristics of effective schools, Salganick's profile of the strong principal, and Dwyer's characteristics of effective principals. Finally, some mnemonics for elementary school principal effectiveness are outlined. (24 references) (MLH)

ED 333 592 EA 023 127

Evaluation Report of the Education Consolidation and Improvement Act, Chapter 2, 1988-89. Report prepared for the Governor's Advisory Committee on ECIA, Chapter 2.
California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
PUB DATE - 90
NOTE - 37p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Block Grants; Elementary Secondary Education; *Expenditures; *Federal Aid; Program Evaluation; Resource Allocation; School Funds; *State Programs
IDENTIFIERS - *California; *Education Consolidation Improvement Act Chapter 2

Chapter 2 of the Education Consolidation and Improvement Act (ECIA) of 1981 consolidated 29 federally funded categorical programs into an education block grant available to all state education agencies and, through them, to school districts. Chapter 2's legislative purpose was to transfer authority and responsibility to state and local education agencies. This report summarizes evaluation findings for activities conducted with Chapter 2 state-purposes funds for 1988-89. The introduction is followed by a description of the allocation and use of state-purposes funds and a discussion of the evaluation of six selected state-purposes activities, which include programs for parent involvement and high-risk youth, the Constitutional Rights Foundation, Federal Teacher Centers, the History Project of California, and Superintendents Academy. Strengths of the funded services include the development of course and curriculum models, training programs, a statewide parent involvement initiative, hands-on teacher and student activities, and local in-kind support. The Governor's Advisory Committee recommends that future activities include instruction of nontraditionally taught languages, a nonpublic schools program, and minority education improvement. Two tables are included. Appendices provide detailed information on expenditures and activities. (LMI)

ED 333 593 EA 023 129

Lake, Sara
Defining an Effective Climate for a Middle Level School. Practitioner's Monograph No. 11.
California League of Middle Schools, Irvine.
PUB DATE - Apr 91
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Educational Environment; Educational Improvement; Educational Philosophy; Intermediate Grades; Junior High Schools; Leadership Responsibility; *Middle Schools; Power Structure;

Disabled Student Access to Postsecondary Education: Update. Report and Recommendations. 1991--Report 3.
Florida State Postsecondary Education Planning Commission, Tallahassee.
PUB DATE - 21 Feb 91
NOTE - 77p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Accessibility (for Disabled); *Access to Education; Attitudes; Career Counseling; *Disabilities; Educational Planning; Educational Policy; Employment Potential; Higher Education; Needs Assessment; Policy Formation; Postsecondary Education; State Legislation; State Programs
IDENTIFIERS - *Florida

This report examines progress made as well as strategies and programs that promote the postsecondary education and employability of Florida's disabled citizens. Data suggest that less than 1.0% of university students in Florida are reported disabled, while 1.2% of students at the State's community colleges are disabled and 5.9% of school district postsecondary students are disabled. Barriers to educational access include inadequate transportation, funding mechanisms, job opportunities, inaccessible facilities, and attitudes of personnel. Increased funding for the Auxiliary Learning Aids Program is recommended, as is increased commitment by postsecondary institutions to effective career advisement and development of linkages with community job sites. Also recommended is a State-level position to provide information and serve as a focal point for promoting disabled student access and improved data collection on disabled postsecondary students. Twenty-three specific recommendations are offered which address the following areas: statewide coordination of disabled student services; institutional resources and services for disabled students; barriers to disabled student access; employment opportunities; career advisement at community colleges and universities; and resources for disabled students. Appendixes include tables, the disabled student questionnaire and results, and a listing of selected statewide resources for the disabled. (DB)

ED 333 615   EC 300 366

Waaland, Pamela K.; Cockrell, Janice L.
Pediatric Traumatic Brain Injury. Special Topic Report #3.
Children's Hospital, Richmond, VA. Rehabilitation Research and Training Center on Severe Traumatic Brain Injury.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 90
NOTE - 5p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Age Differences; At Risk Persons; Behavior Problems; *Child Health; Cognitive Development; Coping; Emotional Adjustment; Family Problems; *Head Injuries; *Incidence; Injuries; *Intervention; *Neurological Impairments; Neuropsychology; Outcomes of Treatment; Sex Differences
IDENTIFIERS - *Pediatric Traumatic Brain Injury

This brief report summarizes what is known about pediatric traumatic brain injury, including the following: risk factors (e.g., males especially those ages 5 to 25, youth with preexisting problems are learning relates to their life goals, and provision must be made for involvement of the learners in their learning. (36 references) (YLB)

ED 333 109 CE 057 831

Peterson, C. M.
Simple Strategies for Achieving Equity in the Classroom.
PUB DATE - 89
NOTE - 82p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Academic Achievement; Assignments; Attribution Theory; *Classroom Environment; *Classroom Techniques; Course Content; Elementary Secondary Education; *Equal Education; Feedback; Instructional Materials; Locus of Control; Sex Discrimination; *Sex Fairness; *Sexism in Language; Teacher Student Relationship; Verbal Communication; Written Language
IDENTIFIERS - Wisconsin

This guide helps Wisconsin educators at all grade levels and in all content areas identify specific methods to help them achieve equity in their classrooms. Although most suggestions are simple ones, others may require some time to develop new ways of teaching, grading, and interacting with students. The following strategies are outlined in this document: (1) instructor verbal and written communications; (2) instructor classroom materials; (3) topics, content of courses; (4) physical classroom setting; (5) classroom assignments and projects; (6) interaction between instructors and students; (7) agenda for staff inservice training on the pupil nondiscrimination statute (Wisconsin statute 118.13); and (8) role of a local equity coordinator. An appendix contains the following information: (1) goals of equity in schools; (2) locus of control; (3) some definitions; (4) examples of attributional styles; (5) teacher feedback that provides a message to students' attributional styles; (6) implications for educators; (7) classroom interaction; (8) eight print and two video resources; (9) the economic costs of discrimination; (10) social costs of discrimination for females and males; (11) male/female differences in educational achievement--how women and men lose; (12) does language have an impact on attitudes and behaviors?; (13) process for selecting unbiased instructional materials; and (14) checklist for identifying bias in resource materials. (NLA)

ED 333 110 CE 057 892

Carpentry Curriculum.
EASTCONN Regional Educational Services Center, North Windham, CT.
SPONS. AGENCY - Connecticut State Dept. of Education, Middletown. Div. of Vocational, Technical and Adult Education.
PUB DATE - 89
NOTE - 90p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Apprenticeships; Business Skills; *Carpentry; *Construction (Process); Grade 10; Grade 11; Grade 12; High Schools; Occupational Safety and Health; Trade and Industrial Education

This secondary carpentry program is designed for grades 10, 11, and 12. Sophomores learn applicable trade procedures and practices, use of tools and materials, products, and devices common to the

Implementation; Program Improvement; Reading Instruction; *Tutoring
IDENTIFIERS - *Colorado (Boulder)

The Boulder Public Library offered a one-to-one free literacy program aimed at middle-class nonreaders. During the fiscal year October 1988 to September 1989, the program matched 60 new students with volunteer tutors; of these, 52 enrolled, boosting enrollment to 90 students. The program also conducted assessment tests on 72 students and implemented a program of retesting after about 50 hours of tutoring. Testing showed that developmentally disabled students improved about one-half grade level after 50 hours, and nondevelopmentally disabled students improved 1.3 grade levels on word recognition and 1.3 grade levels on comprehension. The program also conducted four 12-hour tutor training sessions and five tutor inservice workshops. Two pilot student support group meetings were held and were well received. The program also raised local funds from corporations and other donors, participated in a walk-a-thon, and conducted many community outreach and networking efforts. Recommendations for improvement included more involvement with the business community, increased emphasis on workplace literacy, and increased services to jail inmates. (Approximately two-thirds of the document consists of appendixes that include the following: (1) new student intake form; (2) tutor training packet; (3) program newsletters; (4) program summary sheet; (5) samples of computer database records; (6) copies of local newspaper coverage; and (7) a list of purchased resource materials.) (KC)

ED 333 130 CE 058 080

Tipton, Anne
Highlands Educational Literacy Project. Final Performance Report, 1988-1989.
Washington County Public Library, Abingdon, VA.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 89
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Adult Reading Programs; Computer Assisted Instruction; Illiteracy; Instructional Materials; Library Extension; *Literacy Education; Program Development; Program Implementation; Teaching Methods; *Tutoring; Tutors; Volunteers; *Volunteer Training
IDENTIFIERS - Laubach Method; Literacy Volunteers of America Inc; Virginia (Southwest)

The 1988-89 Highlands Educational Literacy Project (HELP) in southwest Virginia was initially designed to provide local volunteer tutors with intensive training in the Laubach one-to-one method of teaching reading. HELP was a cooperative effort of community service agencies, church and civic groups, and interested individuals to provide free reading instruction. During Phase 3, 60 tutors were certified in the Laubach method; over 45 were paired with students. Literacy Volunteers of America methods and various computer software courses supplemented the Laubach basal reader. A team of apprentice trainers was trained, three of whom became certified by Laubach Literacy Action. HELP also served as host agency to train volunteers from other communities wanting to develop a literacy program. During Phase 3, an advisory board, including both students and tutors, assisted in grant application, adopted goals, and proposed guidelines of operation. Tutors the presentation, "Beyond Postmodernism. Or, Is It Possible that We Need to Return to Where We Started?" (Hanson). From the Task Force on Self-Directed Learning are the following sessions: "Self-Directed Learning: Moving beyond Description" (Caffarella); "Self-Directed Learning Research in the Next Quarter-Century" (Guglielmino); "The Future of Self-Directed Learning Research" (Jarvis); and "Self-Directed Thinking and the Year 2025" (Sisco). The Task Force on Research and Theory-Building includes four presentations: "Research from the Practitioner's Point of View (Anderson); "Two Research Priorities from a Practitioner's Viewpoint" (Zinn); "Issues in Research and Practice" (Hutchinson); and "A Response: The Research to Practice Problem" (Beder). A summary of the session of the Task Force on Instructional Improvement is titled "How Effective Is Your Teaching? Compare Yourself to the Experts" (Nolan, Sisco, Hiemstra, Dean). Two appendices are included: (1) CPAE Fact Sheet; and (2) CPAE Officers and Task Force Chairs, 1989-1990 and 1990-1991. (NLA)

ED 333 149 CE 058 131

A Comprehensive Career Development Guidance Program for Texas Schools. An Implementation Handbook 1990-1991.
East Texas State Univ., Commerce. Educational Development and Training Center.
SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - 91
NOTE - 164p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adult Education; Career Counseling; *Career Development; Career Education; *Career Guidance; Counseling Services; Elementary Secondary Education; *Guidance Programs; Guidelines; Learning Activities; *Models; Needs Assessment; Planning; Program Content; Program Development; Program Evaluation; *Program Implementation; Publicity; Public Relations; Staff Development
IDENTIFIERS - National Career Development Guidelines

This handbook is designed to provide local school districts with a systematic approach to planning, developing, and implementing a comprehensive career development guidance program, based on the "National Career Development Guidelines" and locally identified student and community needs. Section 1 provides the program's philosophy, definitions, rationale, and benefits. A program model is described in terms of content, processes, and structure. Implementation strategies include a checklist for implementation readiness and steps in the implementation process. Five references are provided. Section 2 provides implementation guidelines. The process is divided into four steps: planning, development, implementation, and evaluation. A summary checklist follows the informative material on each step. Section 3 contains implementation resources in four appendixes. Appendix A provides lists of student competencies and indicators for four levels: elementary, middle/junior high, high school, and adult. Appendix B contains sample forms that can be adapted for use in the career guidance and counseling program. Some are incomplete and can be supplemented with local information. Appendix C presents supplemental information in such areas as work force development; workplace basics; counselor competencies; promotional activities; and career development activities. Appendix D offers lists of resources and resource organizations. (YLB) completers, and as a follow-up of 1989 special populations vocational education completers. In the postsecondary section, tables record job placement rates by year, by program area for 1989 completers, employment rates for the general population and for postsecondary vocational education completers, the employment status of 1989 postsecondary vocational education completers, and a follow-up of Ohio postsecondary vocational education completers 1985-89. Some highlights of the report include the following: (1) students in special populations are being placed in jobs at a rate of about 70 percent, with 16 percent continuing their education; (2) about the same percentage of regular secondary vocational education completers are in jobs or continuing their education; and (3) about 90 percent of postsecondary vocational education completers obtained jobs related to their field of study. (KC)

ED 333 169 CE 058 176

Hites, Jeanne M.
The Design and Delivery of Training for International Students: A Case Study.
PUB DATE - 91
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Case Studies; *Cross Cultural Training; *Cultural Traits; Delivery Systems; Educational Strategies; Foreign Countries; *Foreign Students; Instructional Design; *Intercultural Communication; Language of Instruction; *Professional Training

A descriptive case study examined cultural traits that are critical to instructional design and that most affect the delivery of instruction and the learning of instructional content designed and delivered by one culture for other cultures in an industrial environment. Data were collected using surveys, structured interviews, the critical incident technique, and documentation analysis. Respondents included 29 students from 6 countries, 20 instructors, 1 educational technologist, and 2 administrators. The most critical conditions were cultural values and language factors. The most effective methods were micro-strategies, management strategies, and delivery strategies. The most important traits brought to training by international students were value differences, language, and vocabulary difficulty. The most frequently mentioned value differences were about education and authority. The other two top ranked differences were motivation and group orientation. Language difficulty limited achievement of course objectives. Training designed for international students should ameliorate cultural and language factors through appropriate instructional strategies. (NLA)

ED 333 170 CE 058 182

Calcasieu Parish Library Literacy Project. Final Report.
Calcasieu Parish Library, Lake Charles, LA.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 89
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Adult Basic Education; *Adult Literacy; Adult Programs; Adults; *Library Collection Development; Library Services; Peer Teaching; Staff Orientation; *Tutoring; Volunteers;

well as a sampling of locally developed materials. The five parts of this section include 4 aptitude tests, 10 interest inventories, 5 adaptive behavior measures, 16 combined measures or work samples, and 17 locally developed materials. Section V provides an overview of the measurement techniques necessary to develop norm, reliability, and validity data for either locally developed performance samples or the modification of commercial instruments, along with examples of performance samples. Section VI deals with writing reports of the results of vocational assessment, and section VII summarizes how to interpret and use the data obtained through assessment. Four appendixes contain: (1) Texas Education Agency guidelines for serving special education students in vocational education; (2) tables of assessment instruments with an alphabetical listing by category and level of use; (3) documentation for the Easy Measurement software; and (4) an annotated bibliography of 27 resources. (KC)

ED 333 189 CE 058 215

Allen, Kathryn; Carl, David
Model Vocational Education Distance Learning Project. Project Number: 88420032-57.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - 30 Jun 88
NOTE - 43p.; Cover title varies slightly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Access to Education; *Allied Health Occupations Education; Computer Assisted Instruction; Curriculum Development; Delivery Systems; Demonstration Programs; *Distance Education; Electronic Mail; Feasibility Studies; *Health Services; High Schools; Models; Program Development; *Program Effectiveness; Program Evaluation; Program Implementation; *Rural Education; Rural Schools; School Districts; Telecommunications; Teleconferencing

A Texas project developed a model distance learning program for a Health Care Science course. It determined the feasibility of using a distance learning delivery system for providing small rural districts with additional vocational education options. Activities included advisory committee selection, course development and support material selection, preparation of an outline of semester topics, and preparation of evaluation instruments. Media selected for delivering instruction were print materials, audioconferencing, electronic mail, computer-assisted instruction, and videotapes. Ten female high school students at three sites participated. The delivery model was found to be effective, acceptable, and viable. Seven characteristics of an effective distance learning model cited in "Learning at a Distance" were incorporated. A number of evaluation procedures monitored progress and success: precourse evaluations; weekly reports; electronic mail and site managers audioconferencing; class assignments, tests, and student presentations; student success; postcourse evaluation and student interviews; and site manager interview. Grades earned by students on assignments and tests showed they were able to learn as effectively as if they had been in a traditional classroom. Before and after taking the course, students maintained a positive attitude about distance learning. Site managers and school administrators indicated a strong desire to continue distance learning. (Instruments and survey results are appended.) (YLB)

*Excellence in Education; *Job Skills; Mainstreaming; Program Effectiveness; Program Improvement; Supported Employment; *Vocational Rehabilitation

This document describes the 1988 Search for Excellence in Vocational Programs, which identifies excellence in vocational service programs for persons with disabilities. The three steps of a management strategy to help administrators make changes in programs to achieve excellence are explained: (1) develop an "Excellence Plan": (2) develop a system for assessing excellence; and (3) develop a management strategy. Winners and finalists are profiled in four service areas: (1) community-based work services (winner--Association for Retarded Citizens, New Brunswick, New Jersey, and finalists--Magic City Enterprises, Cheyenne, Wyoming) and Career Services for the Handicapped (Albuquerque, New Mexico); (2) employability development (winner--Easter Seal Society for Children and Adults of Tarrant County, Fort Worth, Texas, and finalists--Goodwill Industries of Lane County, Eugene, Oregon, and South Carolina Vocational Rehabilitation Department, West Columbia, South Carolina); (3) facility-based work services (winner--Goodwill Industries-Suncoast, Inc., St. Petersburg, Florida, and finalists--Minnesota Diversified Industries, St. Paul, Minnesota, and Napa Valley, P.S.I., Inc., Napa, California); and (4) occupational skill training (winner--Arkansas Enterprises for the Blind, Little Rock, Arkansas, and finalists--Multi Resource Centers, Inc., Minneapolis, Minnesota, and South Carolina Vocational Rehabilitation Department, West Columbia, South Carolina). (NLA)

ED 333 208 CE 058 277

Relationship of Gender and Teacher/Student Classroom Interaction. Sex Bias/Sex Stereotyping Project. Year End Report for the Period of July 1, 1987 to June 30, 1988.
Kentucky Univ., Lexington. Div. of Vocational Education.
SPONS. AGENCY - Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE - 30 Jun 88
NOTE - 55p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Agricultural Education; Business Education; Classroom Observation Techniques; Classroom Techniques; *Females; Home Economics; *Interaction; Interaction Process Analysis; *Males; Secondary Education; *Sex Bias; *Teacher Behavior; Vocational Education; *Vocational Education Teachers
IDENTIFIERS - Kentucky

A project was conducted to identify the pattern of interactions in a sample of 62 vocational classes in 19 representative Kentucky secondary schools and to compare the findings to other studies to ascertain whether these classes displayed the sex bias observed in previous research. Seven observers recorded classroom interactions using the INTERSECT Observation System. Desired results would reveal no sex bias (a proportionate number of interactions for either sex); however, this was not the case. The results of this study were consistent with previous research at the secondary level. A larger proportion of interactions was consistently directed toward males. This was true for all categories of interaction. Females received both less praise and less criticism. Teachers gave very little praise to their students, although most did reach a fairly high level of "acceptance" interactions, particularly with regard to academic work. On a more positive note, criticism occurred even less frequently than praise. In school districts. Respondents rated the program as "moderately important" in acquiring their present positions, although several people noted that it did have a positive impact on helping them do their jobs more effectively. (The document includes 13 references and 5 appendices containing a list of the careers that students/graduates of the ACE program are pursuing; the questionnaire used in the project; the cover letter; a list of all mentioned occupations; and information on student awards, publications, and presentations.) (Author/KC)

ED 333 226 CE 058 314

Scarfe, Janet
National Review of TAFE Teacher Preparation and Development: Literature Review.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
SPONS. AGENCY - Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE - 91
NOTE - 71p.; For the 1990 Review, see CE 058 295.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Business Skills; Consultants; Curriculum Development; Distance Education; Foreign Countries; Literature Reviews; Postsecondary Education; *Professional Development; School Business Relationship; *Teacher Education; *Teacher Education Programs; *Teaching Skills; Training; *Vocational Education Teachers
IDENTIFIERS - *TAFE (Australia)

This literature review examines vocational education and training literature for the major issues, debates, and developments relating to the role of Technical and Further Education (TAFE) teachers in Australia and presents key documents relevant to initial TAFE teacher education and professional development. The first section contains skills and competencies of TAFE teachers: (1) teaching skills; (2) curriculum development; (3) administrative and managerial skills; (4) industry liaison; (5) workplace context; and (6) general personal qualities. The second section reviews previous reports on TAFE teacher preparation and development: (1) the "Fleming Report" and the "Review of TAFE Teacher Training"; (2) professional development for industry consultancy; and (3) distance education in professional development. The third section covers TAFE teacher preparation programs in Australia. Information is presented for each of the eight geographical areas of Australia, summarizing programs, participants, length of program, course outline, electives, and other information on initial teacher training. The fourth section describes programs of professional development for TAFE teachers and summarizes information about current practices within the eight geographical areas. Seventy-five references are included. (NLA)

ED 333 227 CE 058 315

Toussaint, Dorothy
Fleximode: Within Western Australia TAFE.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
PUB DATE - 90
NOTE - 66p.
LANGUAGE - English

own radical reconstruction. History shows that the natural basis of changes in every society tends to be objective technological revolutions. The first technological revolution was agrarian. The second was industrial. The third revolution, the scientific and technological revolution, took place mostly in highly developed capitalist countries. The first aspect of perestroika in Soviet society is dissatisfaction with the state's power and a striving to adopt democratic governing. The second aspect of perestroika is the economy and financing. Economic reconstruction is complicated by the monopoly of central ministries, strict centralization in national economy management and its branches, lack of production material and equipment for free trading at the market, and a financial system in disarray caused by the partial transition to market relations and cooperatives. Reconstruction of the ideology in the Communist Party is also hinted at. The main trends of reforms in education are decentralization of management and differentiation of education. New concepts in vocational training include new curricula and programs and differentiation of subjects regarding professions. One way to reconstruct vocational training is by "de-ideologization" of education, democratic reform, and priority in financing. (YLB)

ED 333 245 CE 058 353

Paljanov, Michael P.
Vocational Training of Specialists within the Soviet Union. Occasional Paper No. 129.
Ohio State Univ., Columbus. Center on Education and Training for Employment.
PUB DATE - 91
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Educational Change; Educational Needs; Educational Research; Employment Qualifications; Foreign Countries; Futures (of Society); Job Skills; *Labor Force Development; Postsecondary Education; Secondary Education; *Technological Advancement; *Vocational Education
IDENTIFIERS - Perestroika; *USSR

The Soviet Union has no efficient system of vocational training that provides adequate levels of knowledge for specialists working with new techniques and new technologies. General secondary school graduates with no preliminary vocational education become engineers. Secondary vocational graduates lack the opportunity to continue their education in the high technical schools. Perestroika of high, vocational, and secondary general education demands the foundation of a flexible system of vocational training, related to the requirements of the society, for specialists in different occupational areas. A pedagogical system based on research would prevent a situation in which the system of training lags behind the technical and technological development. The main goal of such research is to solve complex problems using systematic principles. The city of Tomsk (U.S.S.R.) is leading the way in the vocational reform movement. New forms of intensive vocational education and training have been worked out and approved. Curricula of general, vocational, and high schools are linked through flexible programs. Experimental research has focused on problems associated with intensive training of specialists under the present conditions of cooperation and interaction among schools and business. The need to strengthen the polytechnical content of general subjects and to improve the preparation of teachers has been noted. (YLB)

(Psychology); Environmental Influences; Grade 9; High School Freshmen; High Schools; *Locus of Control; *Parent Child Relationship; *Stress Variables

Previous research has demonstrated an association between locus of control in adolescence and a successful transition to adulthood. Having an external locus of control has been implicated as an important factor in adolescent behaviors such as teenage pregnancy and delinquency, and has been found to be negatively related to school achievement. This study was conducted to assess factors predicting adolescent locus of control, including parent-adolescent communication, the adolescent's satisfaction with social support, and life stress. Possible effects of locus of control on other key variables which may affect issues related to adolescent development were also examined, including school achievement, antisocial influences, and depression. Self-report questionnaires were completed by 1,264 ninth graders. The findings revealed that mother-adolescent communication and life stress had both direct and indirect effects on locus of control. Locus of control was found to be critical only in predicting depression and grade point average, not antisocial influences. Other variables in combination with locus of control determined grade point average, antisocial influences, and depression. All but one of the interactions tested were significant. Locus of control interacted with life stress to affect antisocial influences, while mother-adolescent communication interacted with life stress to predict depression. (Author/NB)

ED 333 266 CG 023 420

Parette, Howard P., Jr.; And Others
Tools for Living...A Guide for Aging Arkansans.
Arkansas Univ., Little Rock. University-Affiliated Program.
SPONS. AGENCY - Arkansas State Dept. of Human Services, Little Rock. Div. of Aging and Adult Services.
PUB DATE - 91
NOTE - 49p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Aging (Individuals); Daily Living Skills; *Independent Living; *Older Adults; Self Care Skills
IDENTIFIERS - *Arkansas

This guide was designed for elderly individuals in Arkansas and for professionals working with these persons. It provides information about obtaining and using tools for living. The guide shows persons ways to work with agencies and organizations to see that tools needed by individuals are provided. It is intended to be an introduction to the process of getting needed tools for living into the hands of persons who need them. Tools for living are defined and several rights of individuals are identified, including the right to information, advocacy, independence, due process, and the rights to disagree with professionals and to have feelings. Service factors are discussed and how to select a tool that is best for a particular individual is explained. Funding sources are identified and names, addresses, and telephone numbers of agencies and organizations that can help are given. A section on advocacy defines advocacy and lists several advocacy contacts within the state of Arkansas. A checklist of questions to ask about tools for living concludes the guide. (NB)

ED 333 267 CG 023 421

ED 333 287 CG 023 441

Texas School Dropout Survey Project. Volume 5: Benefit-Cost Impact of the Dropout Problem.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY - Texas Education Agency, Austin.; Texas State Dept. of Community Affairs, Austin.
PUB DATE - 31 Oct 86
NOTE - 51p.; For related documents, see ED 279 752 and CG 023 437-443.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Black Youth; *Cost Effectiveness; Cultural Differences; *Dropout Prevention; *Dropouts; Employment Potential; Grade 9; Hispanic Americans; Racial Differences; Secondary Education; *Secondary School Students; Sex Differences; Unemployment; Whites
IDENTIFIERS - *Texas

Volume 5, the fifth of eight publications developed by the Intercultural Development Research Association as part of the "Texas School Dropout Survey Project," decribes a study, conducted exclusively in Texas, which replicated national studies on benefits and costs of dropout prevention. The benefits in the study are expressed in terms of the savings in expenditures in relation to welfare, crime, incarceration, unemployment insurance payments, and employment services that might result from the eradication of the dropout problem and the potential gains in earnings and taxes resulting from dropouts having a higher earning potential if they become high school graduates. The costs relate to the expenditures that would be required to complete a high school education, pay for years in college that some might go on to after graduation from high school, and implement dropout prevention efforts. The benefit categories summed to approximately $17.5 billion while the cost categories summed to approximately $1.9 billion, suggesting that, for every dollar expended on prevention and the education of the would-be dropout, nine dollars would be returned. The estimated losses in social expenditures related to welfare, crime, incarceration, and unemployment alone amounted to $652 million, a figure not far from the estimated cost to complete the high school education ($913.5 million) of all 86,000 estimated dropouts. Eighteen data tables are included. (Author/NB)

ED 333 288 CG 023 442

Texas School Dropout Survey Project. Volume 6: Program Responses--Their Nature and Effectiveness.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY - Texas Education Agency, Austin.; Texas State Dept. of Community Affairs, Austin.
PUB DATE - 31 Oct 86
NOTE - 126p.; For related documents, see ED 279 752 and CG 023 437-443. Faint and small print in executive summary.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - General (140), Reports - Research/Technical (143)
DESCRIPTORS - Black Youth; Cultural Differences; *Dropout Programs; *Dropouts; Employment Potential; Grade 9; Higher Education; High School Equivalency Programs; Hispanic Americans; Racial Differences; Secondary Education; *Secondary School Students; Sex Differences; Unemployment; Whites
IDENTIFIERS - *Texas

The Center for the Study and Teaching of At-Risk Students (C-STARS) is a demonstration and validation program which addresses the needs of at-risk children. This model is school referenced, yet designed to enhance the ability of educators to take into account non-school factors which impinge on their ability to provide adequate educational experiences for children who are at-risk. The model entails four interfacing components: (1) steering and development of case management; (2) generic case management functions including accessing and assessing students, advocacy, developing a service plan, brokering services, implementing a service plan, mentoring, and evaluation and tracking; (3) special implementation considerations which pertain to program quality, equity and comprehensiveness; and (4) a university interdisciplinary team that provides technical assistance, training and other support. Training workshops assist steering groups to plan for interprofessional case management and prepare newly formed school-site teams to develop the basic functions of case management and to develop specialized competencies. Good case evaluation is the basic unit of good program evaluation. The Self-Analysis Checklist, the Monthly Student Progress Update, the Individual Service Plan/Checklist, and Targeted Student's Record are four evaluation instruments used in the evaluation. Other evaluation activities include team member and consumer (student, family) opinionnaires regarding services provided. (Three unique site-specific applications of the model are described.) (BHK)

ED 333 308 CG 023 463

Griggs, Shirley A.
Learning Styles Counseling.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 173p.; This document is an expanded and updated edition of Counseling Students through Their Individual Learning Styles (ED 265 452).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Cognitive Style; *Counseling Techniques; Counselor Role; Elementary Secondary Education; Learning Theories; *School Counseling; School Counselors

The fundamental thrust of counseling for individual learning styles is eclectic; it provides a strong rationale for selecting counseling approaches which will enhance counselee learning and growth. Therefore, the learning style model needs to be introduced to graduate students and practicing counselors after they are thoroughly knowledgeable concerning existing theories, techniques, and the basic tenets of counseling. The major purpose of this book is to provide counselors in elementary and secondary schools with information on learning styles to enable them to diagnose the learning style of each student, utilize counseling interventions that complement individual learning style preferences, and consult with teachers about accommodating student learning preferences in the classroom. These topics are covered: (1) increasing counselor effectiveness through individual learning style identification; (2) prescribing counseling interventions based on learning styles; (3) consulting with classroom teachers and parents regarding learning styles; and (4) research on learning styles. (Research on learning styles in the areas of teaching, learning, and counseling

Thoreson, Richard W.; And Others
A National Survey of Female Counselors: Psychological and Behavioral Correlates.
PUB DATE - Apr 91
NOTE - 30p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991). Some tables may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Counselor Attitudes; *Counselors; *Females; Individual Needs; National Surveys; *Psychological Characteristics; Sexuality

A national sample of female counselors (N=377) was surveyed regarding their psychological health and distress, work pressure and support, personal history (including erotic sexual contact with clients), personal traits, burnout and stress, personal work satisfaction, and professional concerns. Results revealed a wide variety of endorsed concerns. Dysfunctional families, power, self-esteem, developmental issues, aging, and burnout/stress were the top five reported. Incidence of erotic sexual contact with clients, students, or supervisees was minimal. Results of comparative erotic sexual contact data on a sample of male counselors showed significantly higher levels of such contact for males. Four canonical variates for two sets of data revealed gender role, age, work support, and years employed to be associated with professional concerns, stress, burnout, and personal and professional satisfaction. The overall results suggest that useful data on psychological, behavioral and professional demographic variables can be obtained by survey methodology and can be of use to the counseling profession. Further, results of the study provide a solid empirical base for the development of a program of continuing education for female counselors. (Author/LLL)

ED 333 329 CG 023 485

Piazza, Nick J.; Yeager, Rebecca D.
Cocaine.
PUB DATE - 26 Feb 89
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *Chemical Reactions; *Cocaine; *Crack; *Drug Abuse; History; Illegal Drug Use; *Rehabilitation Counseling; Stimulants

Cocaine was first used by Europeans in the nineteenth century when extract from the coca leaf was combined with various beverages. Cocaine comes as a white crystalline powder. However, a product called crack cocaine may come as an opaque crystal similar in size and shape to rock salt. A third form of cocaine is known as coca paste, which is an intermediate step in the production of cocaine. Cocaine is highly water and fat soluble and, therefore, it is readily absorbed and distributed throughout the body. Route of administration seems to be more important in determining cocaine's absorption rather than dose. It is believed that cocaine produces such a powerful and rapid dependency because it directly stimulates the pleasure centers of the brain responsible for the reinforcing properties of food, water and sex. Intranasal users do not seem to be as prone to addiction in the classic sense of the term as are those who smoke cocaine. However, they may develop a very rapid and profound psychological dependence on the drug which is just as intense as addiction to opiates or alcohol. Any user, IDENTIFIERS - Newspaper in Education Program; *Sweden

A study investigated the effectiveness of the "News Read" project in which reading was taught using an analytic procedure (where understanding is a prerequisite for correct decoding) using newspapers as the sole reading materials. Subjects, about 300 students in three classes from each of the three levels of Swedish comprehensive schools (grades one through three, four through six, and seven through nine), learned how to read and developed their reading skills over a two-year period by making use of a daily supply of three of Stockholm's major newspapers as their only reading texts. Results from the experimental group were compared to the results from 7,515 pupils in grades one through nine who had received analytic reading instruction but who used conventional reading materials. Results indicated that: (1) the newspaper group underwent a better and faster development so that by the end of the study's second year, the second grade subjects were reading at a level 2 to 2.5 years above grade level; (2) students demonstrated a genuine interest in reading; (3) most medium and some poor readers mustered a good enough preunderstanding to allow for the genesis of an inner dialogue between the reading child and his/her own reactions to the text; (4) subjects divided their time between skimming and reading in-depth; (5) younger children showed a faster reading development than did older children who seemed hampered by their earlier training in the conventional methods of being taught to read; (6) at no level did the main results appear until teachers understood the real essence of the program; (7) subjects increased their spelling ability and wrote better essays; and (8) parents demonstrated new and genuine interest in their children's schoolwork. (One figure and five tables of data are included.) (RS)

ED 333 352 CS 010 609

Meyer, Linda A.
When in the Course of a Longitudinal Study: Different Questions and Surprising Answers. Technical Report No. 534.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY - National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jul 91
NOTE - 46p.; Research also supported by gifts from the Houghton-Mifflin and Silver Burdett and Ginn publishing companies.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Concept Formation; Elementary School Science; *Instructional Effectiveness; Longitudinal Studies; Primary Education; Reading Comprehension; *Reading Instruction; Reading Research; *Teacher Behavior; Textbook Research; Text Structure
IDENTIFIERS - Knowledge Acquisition

In the course of a longitudinal study that addressed the questions of how children learn to comprehend what they read and how they learn science concepts, many other research questions emerged. The original longitudinal study investigated how children learn to comprehend what they read. Three school districts with fairly stable student populations, reputations for overall high student achievement, and a willingness to commit fully to the 6-year project, participated in the study. Analysis was completed on two cohorts of children (approximately 625 students) assigned to about 40 teachers. Fourteen different research questions emerged in the

NOTE - 52p.; For other learning packages in this series, see CS 212 656-705. Some material in the packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Critical Thinking; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Processes; *Reading Skills; *Reading Strategies; Schemata (Cognition)
IDENTIFIERS - Metacomprehension

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on applying various comprehension strategies is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 375 CS 212 664

Hong, Zhang; Smith, Carl, Comp.
Using Skills and Strategies for Effective Learning. Learning Package No. 9.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 44p.; For other learning packages in this series, see CS 212 656-705. Some material in the packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Cognitive Development; *Critical Thinking; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Learning Strategies; Metacognition; Reading Instruction; Reading Processes; Reading Skills; *Skill Development
IDENTIFIERS - Metacomprehension; *Strategy Training

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on using skills and strategies for effective learning is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 376 CS 212 665

Nelson, Carol; Smith, Carl, Comp.
Assessing Performance through Informal Techniques. Learning Package No. 10.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 49p.; For other learning packages in this series, see CS 212 656-705. Some material in the packet may not be completely legible

for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 401 CS 212 690

Simic, Marge, Comp.; Smith, Carl, Ed.
Making Writing Public. Learning Package No. 35.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 52p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Audience Awareness; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Reader Response; Reading Writing Relationship; *Student Publications; *Writing for Publication; Writing Improvement; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS - *Childrens Writing; Writing Development

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on making writing public is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 402 CS 212 691

Simic, Marge, Comp.; Smith, Carl, Ed.
Spelling and the Writing Process. Learning Package No. 36.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 40p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Language Acquisition; Language Usage; Reading Writing Relationship; *Spelling; *Spelling Instruction; Teacher Role; *Writing Processes
IDENTIFIERS - Writing Development

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on spelling and the writing process is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 403 CS 212 692

Hong, Zhang, Comp.; Smith, Carl, Ed.
Strategic Thinking through Writing. Learning Package No. 37.

reading of single-author collections enabled students to make connections between works of the same author. Students also become more able to describe relationships between authors. If educators want students to continue reading, more interesting, challenging, and vital issues of literary study must be introduced. Teachers must reconsider the kinds of texts that are typically used in introductory literature courses. (SG)

ED 333 426   CS 212 866

Healy, Dave, Comp.
Centers for Collaboration: Diversity for the New Decade: Selected Proceedings of the Annual Conference of the Midwest Writing Centers Association (32nd, St. Cloud, Minnesota, October 5-6, 1990).
Midwest Writing Centers Association, Minneapolis, MN.
PUB DATE - Oct 90
NOTE - 117p.; The following papers are available individually in ERIC: Carr (ED 328 070); Spaeth (ED 325 860); Dickel (ED 325 848); Gilman (ED 325 859).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Adult Students; Audience Response; Cultural Context; English (Second Language); Higher Education; Psychoeducational Methods; Reentry Students; Sexism in Language; Special Needs Students; Tutoring; Writing Difficulties; *Writing Improvement; *Writing Laboratories; *Writing Teachers; *Writing Workshops
IDENTIFIERS - *Collaborative Learning; *Collaborative Writing; Comparative Rhetoric

This packet contains 10 selected papers on writing centers in both secondary and post-secondary settings: "Keynote Address: Collaboration, Control, and the Idea of a Writing Center" (Andrea A. Lunsford); "Diversifying for Disabilities: Making Writing a Mode of Encouragement" (Laurie Bertamus); "When Cultures Collide: The Effects of Hidden Taboos and Cultural Orientation on Students, Tutors, and Administrators" (Kathleen Cahill); "Conference Groups in the Writing Center: Shared Resources" (Richard Carr and others); "Wendy, The Potato Head Kids, and Me: Dealing With Sexist Representations in Language, or Un-Wrapping the Hamburger" (Michael Dickel); "Reattainment of Writing Expertise of Adult Reentering College Students" (F. David Gilman and others); "Contrastive Rhetoric and Tutoring ESL Writers" (James H. Robinson and others); "How Different Writer-Respondent Relationships Affect Collaboration" (Carol Severino); "Tutoring Writing from the Psychiatrist's Couch" (Elizabeth A. Spaeth and others); and "Establishing a High School Writing Lab" (Anne Wright). (PRA)

ED 333 427   CS 212 868

Donaldson, Frank
Catholic School Publications: Unifying the Image.
National Catholic Educational Association, Washington, D.C.
PUB DATE - 91
NOTE - 69p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Catholic Educators; *Catholic Schools; Desktop Publishing; Elementary Secondary Education; *Fund Raising; Higher Education; Planning; *Public Relations; *School Publications
IDENTIFIERS - *Institutional Image

debates over which is the right or true pedagogical model. (Samples of student writings are included; 20 references are attached.) (SG)

ED 333 446 CS 212 887

Probst, Robert E.
Five Kinds of Literary Knowing. Report Series 5.5.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Cognitive Processes; Epistemology; Higher Education; *Individual Differences; *Literature Appreciation; *Reader Text Relationship; Secondary Education; *Self Concept
IDENTIFIERS - *Aesthetic Reading; Reading Concepts

The reading of a literary work can give rise to five different kinds of literary knowing: (1) knowing about self; (2) knowing about others; (3) knowing about texts; (4) knowing about contexts; and (5) knowing about processes of making meaning. A literary work can prompt a reader to reflect upon aspects of his or her own life. Concentrating upon individual responses to texts allows students to see and learn from similarities and differences among classmates. A text also provides an opportunity for taking pleasure in the writer's artistry. Making meaning depends in part upon the context in which the reader and the text come together. Students can learn something about their own processes of making meaning from texts. Journals and reading logs can be designed to initiate exchanges between students as to how text readings can differ. Such approaches suggest that the expository, analytical essay is not to be over-emphasized. Other genres can also be suitable for the classroom. There should be a correlation between what students go through as they grow up and what great writers have written about. It may be possible to find organizing principles in the transactions between writer and text. The next step is to redesign the curriculum into a structure that respects the uniqueness of the reader. (Three diagrams are included.) (SG)

ED 333 447 CS 212 888

Purcell-Gates, Victoria
On the Outside Looking In: A Study of Remedial Readers' Meaning-Making while Reading Literature. Report Series 6.2.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Comparative Analysis; Intermediate Grades; Junior High Schools; Junior High School Students; Literature; Qualitative Research; *Reader Text Relationship; *Reading Processes; Reading Research; *Remedial Reading
IDENTIFIERS - Aesthetic Reading

A study compared remedial readers to more proficient readers in theory-based, socially grounded perceptions that characterize the profession. (One table of data is attached.) (RS)

ED 333 466 CS 212 915

Reagan, Sally Barr
Women in Composition: Where Are We Going and How Do We Get There?
PUB DATE - Mar 91
NOTE - 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Administrator Attitudes; *Administrator Characteristics; Administrator Role; Higher Education; *Professional Development; Teaching (Occupation); Tenure; *Women Administrators; *Women Faculty; *Writing (Composition); *Writing Teachers
IDENTIFIERS - Teacher Surveys; Teacher Writers

A study examined the status of women in composition (focusing on writing program administration), how they achieved this status and at what costs. Twenty women who are considered leaders in the field answered questionnaires dealing with training and background, administrative duties, and the effects on their personal and professional lives. Results indicated that although few of the female leaders had any administrative training, most have been administrators in the field of writing, and most have been active in state and national writing programs. To develop their programs they relied on consultation with professional colleagues, trial and error, past experience, and workshops and seminars. For the most part, administrative activities, which took an average of 21 hours per week, came on top of a full teaching load. Contrary to the stereotyped view of writing program administration as "middle management," intellectual projects seemed to be the main reason for taking on the position. Respondents' descriptions of the effects of writing program administration on personal life were widely divergent, based on marital status. All have published regularly. Practical advice for getting tenure offered by the respondents included getting a strong theoretical background, seeking out a mentor, and publishing as much as possible. In addition they suggested choosing new responsibilities carefully, determining priorities, and getting active in the profession. (PRA)

ED 333 467 CS 212 916

Applebee, Arthur N.
Literature Instruction in American Schools. Report Series 1.4.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 148p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Educational Research; *English Instruction; *Literature Appreciation; National Surveys; School Libraries; School Surveys; Secondary Education; *Teaching Methods
IDENTIFIERS - Aesthetic Reading; Educational Issues

A study portrayed the methods and materials used in literature rather than act them out or hold them in; (8) most people need to increase their "feeling word" vocabulary; (9) the student should acknowledge the content and feelings of his or her partner. Exercises provide students with consistent practice and application of empathic listening skills. (Sixteen references are attached.) (SR)

ED 333 489 CS 507 444

Thomlison, T. Dean
Approaches for Teaching Empathic Listening.
PUB DATE - Mar 91
NOTE - 35p.; Paper presented at the Annual Meeting of the International Listening Association (Jacksonville, FL, March 1991). For another presentation of the same material, see CS 507 443.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Course Content; *Course Organization; Higher Education; *Interpersonal Communication; Listening; *Listening Skills; Speech Communication; *Speech Curriculum; *Speech Instruction; Speech Skills
IDENTIFIERS - Carkhuff (Robert R); *Empathic Listening

This paper explores some possible methodologies and approaches to the teaching of empathic listening, an essential component of human communication and listening competency. It defines empathic listening as "feeling with" another: a cognitive understanding of what the other is communicating plus a sensitivity to their state of emotion. The paper first builds a rationale for teaching empathic listening in a communication curriculum, and then discusses some approaches for teaching it which combine theoretical constructs with skill development. The paper explores some theoretical foundations that should be established for any unit, section, or course devoted to empathic listening. Next, the paper examines some implementation procedures which can be used as general guidelines. Finally, the paper provides a number of suggestions for possible approaches, methods, and exercises, which include using Robert Carkhuff's model, a "communication and feelings" approach, and other approaches and exercises. Thirty-two references and a 16-item selected Carkhuff bibliography are attached. (SR)

ED 333 490 CS 507 469

Prather, J. Mark; Bostrom, Robert N.
Birth Order and Listening: A Preliminary Investigation.
PUB DATE - Apr 91
NOTE - 22p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Tampa, FL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Birth Order; Communication Research; Higher Education; *Interpersonal Communication; *Listening Habits; *Listening Skills; *Siblings; Undergraduate Students
IDENTIFIERS - Communication Behavior; Communication Styles; Kentucky Comprehensive Listening Test

Listening skills are important in social situations and in the classroom. A study investigated the relationship of birth order and listening. The Kentucky Comprehensive Listening Test was given

PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cross Cultural Training; *Cultural Awareness; Cultural Context; *Futures (of Society); Higher Education; *Organizational Communication
IDENTIFIERS - *Discourse; *Discourse Aims; Organizational Culture

Demographic trends reported in "Workforce 2000" by the Hudson Institute in 1987 demonstrate a need for organizations to develop opportunities for individuals to better understand their own discourse patterns and the patterns of others. Human resource executives surveyed in 1990 were concerned about (1) the ability to motivate diverse groups of employees; (2) differences in values and cultural norms among employees; and (3) the challenge of communicating when employees speak different languages and have different cultural assumptions. At the present, time organizations attempt to fit everyone who enters the workforce into a preexisting vision of corporate culture. A multicultural organizational discourse would invite everyone to participate in the dialogue in their genuine voices. Conceputalizing and creating such a discourse, however, is not easy. In conversations between privileged and non-privileged participants, the privileged voices dominate the discourse. Resisting privileged discourse, however, is a necessary prerequisite to creating harmonic discourse. White male discourse needs to move out of the center of the conversation. Once people learn ways to resist privilege, either asserting their own or allowing others to assert theirs, pragmatic considerations will force the creation of harmonic discourse, a discourse in which all voices retain their individual integrity yet combine to form a whole discourse that is orderly and congruous, in much the same way that musicians create harmony through the combination of simultaneous notes to form chords. (PRA)

ED 333 511 CS 507 492

Spicer, Holt V.
Back to the Future.
PUB DATE - Apr 91
NOTE - 13p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Tampa, FL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Advocacy; *Course Content; Debate; Educational History; Higher Education; *Inquiry; *Persuasive Discourse; Verbal Communication
IDENTIFIERS - *Argumentation Theory; Universal Audience

"Argumentation" as an academic course should not be limited to or regarded as primarily a study of advocacy. Most of the current texts in the field of argumentation are directed toward skill in oral advocacy or persuasion. This emphasis works to the disadvantage of the student. Students should be able to use the principles learned in argumentation classes to ascertain the closest approximation of "truth" that can be discovered, to advocate effectively and ethically the truth as perceived and to defend themselves against the arguments of others. Thus argumentation should be defined as the study of the canons of discovery of issues and the criticism of reasoning and evidence used to support claims. Examples from textbooks of the 40s, 50s, and 60s indicate that inquiry and discussion were regarded as tools for considering all possible solutions to a problem, and debate or persuasion were reserved for advocating or testing the preferred solution. Since the early 60s authors of texts in

Educationally Disadvantaged; Elementary Secondary Education; Hearings; Productivity; *School Business Relationship
IDENTIFIERS - Congress 101st; Education Consolidation Improvement Act Chapter 1; *Hawkins Stafford Act 1988
Testimonies, prepared statements, and supplementary materials presented at a hearing on the role of business in educational reform and implications of the Hawkins-Stafford Amendments of 1988 are compiled in this document. Findings from a survey of state Chapter 1 coordinators are provided, as well as information about the American Business Conference's "The Vital Link" program and Chapter 1 improvements. Statements and prepared statements are offered by such groups as Compensatory Education, California State Department of Education; Committee for Economic Development; National Alliance of Business; The Business Roundtable; and the U.S. Department of Education. (LMI)

ED 333 531 EA 022 842

Wills, Frances G.
Organizational Responses to External Demands: Strategies Employed by Superintendents in Developing and Implementing State Mandated Improvement Plans.
PUB DATE - Apr 91
NOTE - 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Administrator Responsibility; *Administrator Role; *Change Strategies; *Decision Making Skills; Elementary Secondary Education; Organizational Change; *Program Implementation; *State School District Relationship; Superintendents
IDENTIFIERS - *Maine
Strategies utilized by district superintendents to implement school improvement plans in response to state-mandated change are examined in this report. Methodology involved document analysis of written plans and interviews with 30 Maine superintendents and assistant superintendents who were identified as successful developers of school improvement plans in large, midsize, and small districts. Findings indicate that the ways in which managers interpret and analyze the environment affect strategic outcomes and that responses are reshaped by unique contexts characterized by uncertainty. Although district size influenced superintendents' strategies, the ways in which they coped with perceived uncertainties had greater impact on program effectiveness. Based on the Daft and Weick (1984) model, the superintendents can be characterized overall as "prospectors," preferring external and personal sources of information, active engagement, and relying upon an incremental trial and error decision-making process. They managed uncertainty by synchronizing their strategic behaviors with the unpredictable nature of their environment, and the most effective emphasized process over outcome. Two figures are included. (29 references) (LMI)

ED 333 532 EA 022 960

Gayfer, Margaret, Ed.
The Multi-Grade Classroom: Myth and Reality. A Canadian Study.
Canadian Education Association, Toronto (Ontario).
PUB DATE - 91
NOTE - 63p.; Report extracted from a Canadian Education Association research study done by Joel Gajadharsingh.
LANGUAGE - English

the use of multiple criteria, involves uncertainty, demands self-regulation of thinking processes, and requires considerable mental effort. Principles to support restructured learning include: (1) ensuring that all students receive an educational program supporting higher learning; (2) acknowledging different rates of development and learning; (3) stressing the teaching of higher-order thinking across all grade levels; (4) providing appropriate classroom environments; (5) ensuring diverse instructional approaches and appropriate student assessment measures; (6) providing relevant professional development opportunities; and (7) communicating higher learning expectations to families and the community. Implementation strategies stress the necessity for providing adequate resources; appropriately designed curricula, textbooks, assessments, and professional development activities; and opportunities for parental and community engagement in the planning, implementation, and evaluation processes. (MLH)

ED 333 551 EA 023 052

Restructuring Education in North Carolina: A Synthesis of Eight Education Reform Reports.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Development Services.
PUB DATE - Apr 91
NOTE - 112p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Accountability; *Educational Change; Educational Finance; Elementary Secondary Education; *Equal Education; Parent Participation; *Participative Decision Making; School Business Relationship; *School Restructuring; *State Action
IDENTIFIERS - *North Carolina; Outcome Based Education

Recently, eight reports have been released that deal with restructuring education in North Carolina. These reports were issued by the State Department of Public Instruction, the Task Force on Excellence in Education, the Middle Grades Task Force, the Tar Heel Association of Principals/Assistant Principals, the Governor's Commission on Workforce Preparedness, North Carolina Citizens for Business and Industry, the Public School Forum of North Carolina Rural Initiative Study Group, and the North Carolina Association of School Administrators Division of Superintendents. Although the reports differ, two themes predominate: (1) there should be high expectations of all students, accompanied by a strenghtened curriculum; and (2) there should be a focus on student outcomes as a means of evaluating the state's educational system and becoming accountable to the public. Other emergent themes include decentralized decision making and the flexibility to achieve it, closer school-business-parent partnerships, and increased investment in staff through better salaries and training. Recommended policy changes range from changes in certification standards to changes in school finance designed to ensure a basic education for every child. The appendices contain a listing of recommendations by report. (Author/MLH)

ED 333 552 EA 023 053

Williams, David D.
A Naturalistic Study of Unified Studies: A Holistic High School

to a new compact for learning. This report explains this compact and its fundamental principles: (1) recognizing that all children can learn; (2) focusing on results; (3) aiming for mastery; (4) providing the means; (5) providing authority with accountability; and (6) rewarding success and remedying failure. The compact's goals, strategic objectives, and specific roles of the state, the student, the parent, the teacher, the school support team, the principal, the school, the school district, the community, the superintendent of schools, the board of education, the region, higher and continuing education, libraries and other cultural institutions; and business, industry, and labor are outlined in separate sections. The compact's relationship to equity concerns, accountability, strategic planning, and Regents' goals and Bill of Rights for Children are also delineated. (MLH)

ED 333 573 EA 023 084

Veir, Carole
Teacher Appraisal and Student Achievement. An Inservice Package Based upon the Texas Teacher Appraisal System (TTAS).
PUB DATE - 90
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Administrator Role; Educational Practices; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Improvement; *Instructional Leadership; Instructional Materials; Instructional Systems; *Management Development; *Principals; Professional Training; Teacher Effectiveness; Teacher Student Relationship; Videotape Cassettes
IDENTIFIERS - Master Teacher Training Program TX; *Texas Teacher Appraisal System

Given current emphasis on the importance of the principal as an instructional leader, this document outlines a training session designed to help principals learn and share effective teaching methods. Trends in inservice training are discussed, and research on aspects of teacher effectiveness such as clarity of presentation, student-centered instruction, variety, and "over-learning" is reviewed. This training program in effective teaching strategies uses "Strategies and Techniques That Encourage Learning," the last of four videotapes entitled "Motivating Students to Learn" in "The Master Teacher" program. Results to be expected upon successful implementation of effective classroom practices and the agenda for the half-day inservice training session for principals are given. Appended are reciprocal interaction models of teaching effective instructional practices; an outline of the videotape; a list of activities to use with the videotape; the agenda, goal, and rationale for the training program; parallels between staff development and direct instruction; and five aspects of clarity. (16 references) (CLA)

ED 333 574 EA 023 086

Cuttance, Peter
Monitoring Educational Quality through Performance Indicators for School Practice.
PUB DATE - Apr 91
NOTE - 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English

Principals; Student Centered Curriculum; *Student Needs; Teacher Administrator Relationship

After discussing school climate and the differences between school climate and school culture, this document lists numerous components and determinants of school climate as identified in related literature. A description of school culture from "Caught in the Middle," a report developed by the Middle Grades Program Quality Review Task Force and the California Department of Education, is given. Next, the importance of student-centered educational philosophy and practice in the development of a positive school climate is discussed, and factors such as basic human needs, the physical surroundings of the school, and school personality that should be considered when creating a positive and productive school climate are explored. The roles of teachers and principals are discussed with emphasis on leadership and the principals' leadership behavior. (11 references) (CLA)

ED 333 594 EA 023 135

Payne, Beth
The Principal's Role in Reporting Child Abuse.
National Association of Elementary School Principals, Alexandria, VA.
PUB DATE - Jun 91
NOTE - 5p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Administrator Responsibility; *Administrator Role; *Child Abuse; Child Neglect; *Child Welfare; Elementary Education; Family Violence; Legal Problems; *Legal Responsibility; *Principals; Sexual Abuse

The role of the principal in identifying and reporting child abuse and neglect is discussed in this bulletin. Although all 50 states and the District of Columbia have laws that require educators to report cases in which they have knowledge or reasonable cause to suspect child abuse, passage of legislation does not always lead to compliance. Reasons for administrators' failure to report include fear of damage to school-family relations and of legal ramifications, preferences for internal resolution and personal investigation, unclear definitions of abuse, perceptions of futility, and animosity toward some government agencies. Suggestions for dealing with abuse cases involving school employees are discussed, which include establishing a school policy for reporting that is consistent with state laws, providing staff training and proactive leadership, and generating community awareness. A conclusion is that educators have ethical, moral, and legal responsibilities to report suspected cases of child abuse. Examples from a survey of teachers' intentions to report are included. (9 references) (LMI)

ED 333 595 EA 023 138

Orr, Walter L., Comp.
Education Consolidation and Improvement Act, Chapter 2: Evaluation Report 1988-89. Document No. 95-01/90/06/04.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE - Jun 90
NOTE - 69p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Budgets; Educational Finance; Elementary Secondary Education; *Federal Aid; *Financial Support; *Resource Allocation;

including previous head injury victims, and children receiving inadequate supervision); life after injury; physical and neurological consequences (e.g., coma, neurologic and sensorimotor impairments, and milder symptoms including headaches and sleep disturbance); cognitive consequences (lowered intelligence quotient especially in performance scores, greatest recovery in the first 6 months, and impaired ability to concentrate and retain information); behavior and socioemotional consequences (increased incidence of persistent psychiatric or behavioral problems increasing for several years after injury); severity of injury and outcome; age and outcome (differential seizure rates between children under and over age 2, greater long-term cognitive impairment for young children, different affective effects for young children and adolescents, and increased somatic complaints); family consequences (family members often respond in predictable stages post-injury, caregiver needs change over time, and all caregivers value complete clear information). Desirable future directions identified include learning more about risk factors, increasing the effectiveness of early intervention and referral efforts, and providing schools with adequate financial and professional support. Includes 49 references. (DB)

ED 333 616   EC 300 367

Art Partners: Art and the Artist/the Person and the Medium and Art Partners: Curriculum Guide.
Cranford Board of Education, N.J.
PUB DATE - 88
NOTE - 48p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - After School Programs; Art Activities; *Art Education; Childrens Art; Curriculum; Elementary Education; *Enrichment Activities; Intermediate Grades; Lesson Plans; Program Implementation; *Talent; *Talent Development; *Visual Arts
IDENTIFIERS - Cranford Public Schools NJ; New Jersey (Cranford)

The program description and curriculum for Art Partners, a Cranford, New Jersey, after-school program to meet the needs of artistically talented children in grades 3-6, are provided. The program description includes information on: a suggested sequence of activities for 38 sessions, program organization, the artist-in-residence component, area art museums and galleries, field trips, the culminating program exhibition, rules for teachers (developed by gifted children), teacher program responsibilities, and conference days. Also provided are guidelines for program evaluation, student evaluation, and instructor evaluation. Sample evaluation forms are included as are sample letters to parents. Appendixes cover field trip procedures, additional field trip suggestions, New Jersey County arts and historical agencies, and the museum and gallery guide. A bibliography of 47 items is included. The curriculum guide presents lesson plans for 19 classes. Each lesson plan includes guidance on time required, a description, objectives, outcome/product, recommended preparation/materials, suggestions for introduction/development, conclusion/evaluation, and additional suggested resources and activities. Activities include making a logo mural or banner, progressive printing montage, sun and shadow printing, using watercolors, using pastels, thinking about reality and creativity, associating color and mood, computer designs, sculpture, wind instruments, and architecture. (DB) trade. Juniors receive work experience and a continuing theory program. Seniors are given advanced theory, cost estimation, materials listing, job requirement calculations, and more work experience. This curriculum guide includes general objectives, a curriculum outline, competencies, a student progress record, and 42 references. Twenty-one major areas are outlined: (1) introduction; (2) use and conditioning of hand tools; (3) portable power tools; (4) stationary machines; (5) fasteners; (6) millwork; (7) stagings; (8) concrete floors; (9) framing floors; (10) framing walls and partitions; (11) roof framing; (12) exterior flashing; (13) exterior roof covering; (14) exterior trim; (15) stairs; (16) insulation; (17) drywall construction; (18) interior trim--floor; (19) interior trim; (20) kitchen cabinets; and (21) customer relations and business practices. A separate apprentice-related carpentry curriculum is included. The carpentry trade and related training components each require a period of training of 8,000 hours. The apprentice document lists the following for each of 16 required courses: length of course; description; competencies; textbooks; and resources. (NLA)

ED 333 111 CE 057 909

Felty, Amelia Smith
Self-Capacitating Activities of Mothers' Clubs of Primarily Indigenous Membership in Bolivia.
PUB DATE - 91
NOTE - 90p.; Master's Thesis, University of Illinois.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - Case Studies; *Clubs; Community Action; *Community Development; Economic Development; Foreign Countries; Indigenous Populations; *Individual Development; *Mothers; Needs Assessment; Problem Solving; Self Actualization; Self Determination; *Self Help Programs
IDENTIFIERS - *Bolivia

A case study was conducted of the organized, cooperative efforts of women in six communities in Bolivia. From December 1978 through January 1988, visits were made to women's organizations called "mothers' clubs." Effects of club membership on members, their families, and their communities were examined. A research review showed that: (1) women can identify their own needs and solve their own problems; (2) women around the world have many of the same concerns; and (3) a definite, two-way process emerges from women's empowerment whereby their efforts to help others result in benefits to themselves. Data were obtained through talking with individuals in clubs, conversations and clarifications with interpreters, and participant observation. These data showed consistency among the six mothers' clubs in organization, running of meetings, concentration on activities to improve families' lives, and concern for sharing responsibility and taking part in joint efforts. Data analysis indicated the groups manifested the characteristics of self-help groups and were vehicles by which women empowered themselves in seven areas: self-esteem, health, political action, housing, economic well-being, literacy and education, and appropriate technology. Through the clubs, women raised the standard of living for their communities, their families, and themselves. (62 references) (YLB)

ED 333 112 CE 057 957

Tretton-Martinez, Maureen; Moseley, James L.
Care of the Laryngectomee. An Instructional Module.
PUB DATE - 91

reported quarterly on student progress and number of hours served. Other evaluation methods included participant evaluation of each tutor training session, placement of inventory evaluation and check-ups at the end of each student's skill book, and a volunteer survey questionnaire for suggestions and input. Findings indicated that teaching students the basics of one grade level of reading could be achieved per 3 months of instruction. (YLB)

ED 333 131 CE 058 081

Buehler, Barbara
Library Services and Construction Act, Title VI Library Literacy Program. Final Performance Report.
Allen Public Library, TX.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 89
NOTE - 89p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Adult Basic Education; Adult Learning; *Adult Literacy; Conferences; Guides; *Library Services; *Literacy Education; Management Development; Material Development; Outreach Programs; Public Libraries; *Trainers; *Tutors; *Volunteer Training; Workshops
IDENTIFIERS - Texas (Allen)

During Fiscal Year (FY) 1987, the Allen, Texas, literacy project assisted seven new northeast Texas literacy programs in start-up and trained tutors for the existing program and new programs. For FY 1988, the goal was to fill the perceived need for development of management skills in area literacy programs. A 2-day Regional Adult Literacy Conference was attended by 143 individuals from 63 programs. Two Trainer of Trainers' workshops were held; 33 people attended the two sessions. A handbook, included in this document, was developed for these workshops. Efforts to increase use of the Allen Public Library by literacy students and to increase student involvement in the Right to Read program were unsuccessful. (The 11-page narrative report is followed by the Trainer of Trainers' Handbook. Handbook sections cover how volunteers learn; more effective training; planning for the workshop--who, where, when, how, and why; goals of trainers; workshop objectives; program need; understanding adult learners; basic laws of learning; and teaching principles. A content outline and some informative materials for a three-session workshop are included. Attachments to the report include an index, supplementary information materials on adult learning and learners, and a brochure on the workshop.) (YLB)

ED 333 132 CE 058 084

Tumlinson, Anna
Tombigbee Regional Library System. Final Performance Report for Period 10-1-88 - 9-30-89.
Tombigbee Regional Library System, West Point, MS.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Dec 89
NOTE - 21p.; Budget information not included.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions)

ED 333 150 CE 058 143

Crowley, William A.
Deviance, Moral Voices and Group Boundaries: Labeling Perspective and the Occupational Folklore of Night School Education.
PUB DATE - 91
NOTE - 135p.; Master's Thesis, Ohio State University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - *Adult Education; Behavior Standards; Case Studies; Educational Research; Educational Sociology; *Evening Programs; *Folk Culture; Group Dynamics; Group Structure; Identification; *Labeling (of Persons); *Moral Values; Norms; Program Effectiveness; Social Behavior; Social Theories; Teacher Effectiveness
IDENTIFIERS - *Deviance

An "applied folklore" study investigated the value of certain aspects of folklore theory in an effort to upgrade teaching effectiveness. A case study approach was used to determine if the concept of labeling perspective, as adapted and advanced by folklorist Patrick B. Mullen (1988), could provide useful insights when applied to local character anecdotes and other occupational folklore of an experienced night school educator. Interview and other data obtained from a night school teacher/informant, classic and more recent presentations of the labeling perspective, other folklore research on local character anecdotes, and insights obtained from studies dealing with the folklore of education were reviewed. The community, the deviant, and the deviant's place within the community were described as the first step in analyzing the anecdotes. The past and present connections of students and teachers in the night school with the "day" education system of the community were traced. The impact of these connections on night school operations and folklore was determined. Through repeated applications during the study, the Mullen hypothesis was determined to be a valid tool for exploring group norms and identity in the context of the folklore of night school education. (A 53-page transcript of an interview with the teacher/informant and list of 24 references are appended.) (YLB)

ED 333 151 CE 058 144

Hicks, Angela A.
A Literary Study of the Extent of Literacy Programs in the Workplace.
PUB DATE - 90
NOTE - 44p.; Seminar paper, Bowie State University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Undetermined (040), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Adults; Cooperation; Corporate Education; Education Work Relationship; Functional Literacy; Government Role; *Literacy Education; Literature Reviews; School Business Relationship
IDENTIFIERS - *Workplace Literacy

To investigate the extent of literacy programs in the workplace, an indepth look was taken at the different types of literacy programs in the workplace to determine what can help the state of literacy in the United States. The literacy efforts in the workplace among federal, state, and local government, schools, unions, businesses, corporations, and the community at large were determined from sources found in research and university libraries, educational

*Volunteer Training
IDENTIFIERS - *Louisiana (Calcasieu Parish)

The purpose of the Calcasieu Parish (Louisiana) literacy project was twofold: (1) to pool the resources of the existing local adult education agencies in the area; and (2) to perpetuate the advancement of literacy in the area by bringing together adult education students, qualified volunteer tutors, and needed adult education materials in an atmosphere conducive to learning. The project had five objectives: (1) to establish a basic resource collection and nine satellite collections of adult education materials; (2) to provide four locations for tutoring sessions and/or independent study; (3) to recruit adult education students and volunteer tutors; (4) to provide a mechanism for matching adult education students with qualified volunteer tutors; and (5) to provide training and orientation sessions for volunteer tutors and librarians involved in the program. The project was based on a cooperative agreement between the Calcasieu Parish Library, the Literacy Council of Southwest Louisiana, and Calcasieu's Adult Education Department. All five objectives were successful. (Budgetary information is included.) (NLA)

ED 333 171 CE 058 184

Chicago Public Library North Austin Branch Literacy Program . Final Performance Report for 1988-89.
Chicago Public Library, Ill.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 89
NOTE - 64p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Adults; High School Equivalency Programs; *Library Collection Development; Library Material Selection; *Library Services; Reading Materials; Reading Skills
IDENTIFIERS - *Illinois (Chicago)

This report contains general comments, objectives, budget, activities, 120 titles and descriptions of the adult new readers' collection, and program design of the library literacy program of the North Austin Branch (Chicago, Illinois). The program description explains how three objectives were met: (1) establishing a collection of basic instructional materials, both circulating and noncirculating; (2) hiring a literacy consultant to select new materials and to conduct seminars for literacy providers; and (3) establishing a regular newsletter to report on matters of interest. The adult collection list provides names and descriptions of each book in alphabetical order and also by subject. In addition, a book publisher/distributor list is included. (NLA)

ED 333 172 CE 058 185

Barto, Susan
Revamping Vocational Education.
National School Boards Association, Alexandria, VA.
PUB DATE - May 91
NOTE - 5p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Journal Articles (080)
DESCRIPTORS - Board of Education Policy; *Board of Education Role;

ED 333 190 CE 058 216

Sullivan, Carol
Business Information Processing Curriculum Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - 88
NOTE - 667p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Behavioral Objectives; Business Communication; Business Correspondence; *Business Skills; Competency Based Education; Computer Graphics; Curriculum Guides; Database Management Systems; Desktop Publishing; Entry Workers; Information Dissemination; *Information Management; *Information Processing; Keyboarding (Data Entry); Learning Activities; Money Management; *Office Automation; *Office Occupations Education; Postsecondary Education; Proofreading; Records Management; Secondary Education; Spreadsheets; Telecommunications; Tests; Units of Study; Word Processing

This curriculum guide is designed to train students in the competencies necessary to meet the needs of the automated office in entry-level information processing positions. The guide is organized into 16 units that are correlated with the essential elements for the business information processing course. Introductory materials include a scope and sequence outline, information on use of the instructional units, and suggested teaching strategies. Each unit, which covers more than one lesson or period of instruction, includes the following components: curriculum outline with unit objective, learning objective, generalization or purpose, content outline, learning experience, and evaluation; resource list; competency checklist; unit overview; learning activities; and competency tests. The 16 units are divided into 5 sections as follows: (1) contemporary office systems (information processing in the automated office, successful employment); (2) related skills for information processing (keyboarding skills, business communication skills, proofreading information, formatting business documents, transcription skills); (3) processing information (word processing concepts, document production); (4) information management (records management, database management, electronic spreadsheet applications, financial management); and (5) information distribution (telecommunications, graphics, desktop publishing). Appendixes include information on lesson plans, essential elements, lists of resource organizations, and information on curriculum modification for special needs students. (YLB)

ED 333 191 CE 058 218

Grant-Gold, Shelia I.
Electrical Trades I Curriculum Guide and Student Manual.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - 88
NOTE - 767p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - Behavioral Objectives; Blueprints; Building Trades;

program areas, agriculture stood out with 21 percent more male praise interactions than would be expected, followed by home economics with 9 percent. Gender differences were much smaller for business and other vocational areas. The program areas were also quite close in remediation interactions. (The document includes 43 references. Appendices contain correspondence with local schools and INTERSECT observation instruments.) (KC)

ED 333 209 CE 058 278

Single Parent/Homemaker Project Reports.
Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE - 88
NOTE - 507p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Education; Adult Vocational Education; Ancillary School Services; Career Awareness; Career Choice; Day Care; *Displaced Homemakers; *Early Parenthood; Education Work Relationship; Fatherless Family; Fathers; Homemakers; Instructional Materials; Job Placement; Motherless Family; Nontraditional Occupations; *One Parent Family; *Parenthood Education; Parenting Skills; Pregnancy; Reentry Workers; Rural Areas; School Holding Power; Secondary Education; *Sex Fairness; Special Needs Students; Student Employment; Student Recruitment; Technical Assistance; Tutoring; Two Year Colleges; Workshops; Youth Problems
IDENTIFIERS - *Kentucky

Annual reports, project descriptions, and various other materials are provided for 35 projects. Most of the projects focus on homemaking; some are on sex equity. Project titles include: Single Parent/Adult Homemaker Reentry Program (Ashland Community College); Career Awareness Class for the Single Parent and/or Homemaker (Cumberland Valley Health Occupations Center); Project REWARD (Re-entering Education with a Real Determination) (Elizabethtown Community College); Single Parent Homemaker Project (Henderson Community College); Creative Horizons (Hopkinsville Community College); Single Parent/Homemaker and Elimination of Sex Bias and Sex Stereotyping Project (Hopkinsville High School); Coping as a Single Parent and Assuming My Role as a Single Parent in a Sex Bias Society (Laurel County High School); Another Chance (Logan County Board of Education); Displaced and Single Parent Homemaker (Madisonville Community College); Teen Parenting Information Book (Metcalfe County High School); Kentucky Divorce and Legal Separation Laws (Northern Kentucky University); Vocational Preparation for Single Parent/Homemakers in Northern Kentucky (Northern Kentucky University); Transitional Support Services Program (Somerset Community College); Teen Parent High School Project (Campbellsville Independent/Taylor County Boards of Education); Project HOPE (Trigg County Board of Education); Single Parent/Homemaker Workshop (University of Kentucky); Technical Assistance to Sex Equity Project Directors (University of Louisville); Task Assignment Sheets on Unique Needs of Single Parent/Homemakers (Western Kentucky University); The Unique Issues of the Male Single Parent (Western Kentucky University); and How to Recruit, Retain, and Place Single Parent/Homemaker Students (Vocational Education Region 5). (YLB)

ED 333 210 CE 058 279

Education in Action. Community Based Organization Project. Final

EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; Comparative Analysis; Correspondence Schools; *Cost Effectiveness; Delivery Systems; *Distance Education; Educational Research; Foreign Countries; Higher Education; *Independent Study; *Instructional Innovation; *Nontraditional Education; Program Evaluation; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS - Fleximode (Australia); TAFE (Australia)

After fleximode was introduced into the Western Australian TAFE system, its cost and effectiveness compared with traditional delivery systems were evaluated. Fleximode, as practiced in Australia, was adapted from a mode of study pioneered in England. It offered students the independence of off-campus study in combination with access to college resources and interaction with college staff and students. Six projects were selected for fleximode delivery for the first semester, 1989. Four programs were delivered as variations from traditional face-to-face delivery: accounting 1A, associate diploma of social science (child care), motorcycle mechanic apprenticeship stage 2A, and petrol fuel injection. Two programs adapted from correspondence delivery were studied: commercial pilot license and diploma in local government. The following types of comparisons were made to evaluate program costs and benefits: students' final examination results, retention rates, teacher's perceptions, students' perceptions, and financial costs. Comparisons made between the fleximode programs and traditional delivery methods revealed no significant differences in educational efficiency as indicated by students' retention rate and examination results. A number of qualitative differences were found between the programs, such as learner satisfaction, and these differed between individuals within programs. (Appendixes include 31 references and instruments.) (YLB)

ED 333 228 CE 058 316

Chataway, Graham
Award Restructuring and the Implications for TAFE with Reference to the Restructuring Being Undertaken within the Textiles and Metals Industry.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
PUB DATE - 91
NOTE - 48p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Business Administration; Case Studies; *Curriculum Development; Developed Nations; *Educational Needs; Educational Trends; *Education Work Relationship; Employment Patterns; *Employment Practices; *Fashion Industry; Foreign Countries; Futures (of Society); Industrial Structure; *Metal Industry; Postsecondary Education; School Business Relationship; Technological Advancement; Unions
IDENTIFIERS - *TAFE (Australia); Textile Industry

A study investigated the human and physical resources implications of award restructuring in the textiles and metals industries for the Technical and Further Education (TAFE) system in Australia. (Award restructuring is based on union/employer cooperation in a process of negotiation and compromise between employers committed to increased productivity and efficiency and a work force seeking improved skills, responsibility, and working conditions.)

ED 333 246 CE 058 361

Carnevale, Anthony Patrick
America and the New Economy.
American Society for Training and Development, Alexandria, VA.
SPONS. AGENCY - Employment and Training Administration (DOL), Washington, D.C.
PUB DATE - 91
NOTE - 137p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Business Cycles; *Competition; *Economic Change; *Economics; Employment; Employment Opportunities; *Job Skills; *Labor Force Development; Organizational Climate; Organizational Development; Standards; *Technological Advancement; Technology; Vocational Education; Work Environment

This monograph explains the new economy from the point of view of people at work. It begins by providing an overview of the new economy and places the United States in it. Separate aspects of the new economy are elaborated in five parts. Part I presents the competitive standards that provide the cornerstone for the new economic reality: robust productivity, flexible volumes, speed, affordable quality, and customer focus. Part II assesses the role of technology, especially information technology, in the new economy. Part III explains how the orderly cycles of economic change have been transformed in the new environment. Parts IV, V, and VI discuss the impact of new competitive standards, technologies, and the radical alteration caused by economic change on organizations, jobs, and skills respectively. Part IV discusses mass production structures; services, independent crafts, and professions; and examples of industries' diverse responses to organizational demands. Part V addresses how the new economy has affected jobs in three ways: quantity, distribution, and quality. Part VI discusses factors affecting skill requirements and elaborates on the skills needed in the new economy. A list of 138 references is appended. (YLB)

ED 333 247 CE 058 370

How To Tailor Off-the-Shelf Training Materials. MSHA Guide .
West Virginia Univ., Morgantown.
SPONS. AGENCY - Mine Safety and Health Administration (DOL), Washington, DC.
PUB DATE - 90
NOTE - 48p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Accident Prevention; Classroom Techniques; First Aid; Guidelines; *Instructional Materials; *Material Development; *Media Adaptation; *Mining; Postsecondary Education; *Safety Education
IDENTIFIERS - Mine Safety and Health Administration

This booklet was developed to give trainers the information required to convert general material into a specific course on mine safety. Such a course would cover specific company procedures, conditions and hazards at the mine, accident avoidance information, and emergency procedures. The booklet contains seven sections and two appendices. Following the first section, which explains the purpose of the booklet, the guide provides a rationale for tailoring materials to a specific audience and suggests

Delaney, Gloria; Gunn, Lindsey
Higher Education Wellness Methods for Institutional Athletics: Research Indicators.
PUB DATE - Apr 91
NOTE - 10p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Athletes; College Athletics; *College Students; *Health Needs; Health Services; Higher Education; *Life Style; *Student Needs

College and university administrators who must make decisions regarding athletic programs and student services need more information on lifestyle choices and health service needs of athletes in major college sports. This study was conducted to identify lifestyle choices and health service needs of athletes in three major sports at a selected university as research indicators for the development of appropriate wellness methods and services. Student athletes (N=101) in tennis, basketball, and football completed the Delaney-Gunn Lifestyle Questionnaire and the Gunn-Delaney Health Services Questionnaire. Results revealed no significant differences between male and female athletes regarding perceptions of their lifestyle as it related to physical, mental/emotional, social, and spiritual health. There appeared to be a significant differences between the perception of social health of tennis and basketball players, with basketball players feeling socially inept and tennis players feeling secure. Only 34% indicated that they considered their spiritual health to always be good. Almost one-half considered alcohol as a necessity at a party and about 10% indicated that drugs should be included at parties. Student athletes reported broad usage of the university's health services. The findings led to recommendations that university athletes be encouraged to participate frequently in counseling services and that there be intensive, required drug education programs. (NB)

ED 333 268 CG 023 422

Capaldi, Deborah M.
Fourth Grade Predictors of Initiation of Sexual Intercourse by 9th Grade, for Boys.
PUB DATE - Apr 91
NOTE - 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adolescent Development; Age Differences; *Antisocial Behavior; *Anxiety; Child Development; *Grade 4; *Grade 9; High School Freshmen; High Schools; Intermediate Grades; Males; *Peer Relationship; Predictor Variables; *Sexuality; Student Behavior

It was hypothesized that antisocial behavior and deviant peer involvement assessed prior to puberty, at grade four, would predict initiation of sexual intercourse by grade nine. The hypotheses were tested on a sample of 201 boys who were at risk for delinquency. The subjects participated in an extensive multiple method/agent assessment for both parents and the boy including interviews, home observations, questionnaires, test data, telephone interviews, school questionnaires and records, and

Volume 6, the sixth of eight publications developed by the Intercultural Development Research Association as part of the "Texas School Dropout Survey Project," focuses on program responses to the dropout problem. It describes a survey conducted to identify and evaluate in-school and out-of-school programs designed to address the dropout problem in Texas, explaining how program descriptions and characteristics, as reported by 99 survey respondents, were reviewed and condensed in order to generate profiles of programs at the individual and aggregate level. Program descriptions were developed in terms of three major categories: administration, instruction, and outcomes, with findings suggesting that a majority of the reported programs had academic goals (91%), a focus on instruction (55%), counseling (46%), and program completion (41%) as a desired outcome. Program characteristics were summarized in two categories: organization, and support. The findings summarized in this report indicate a need to identify, develop, evaluate, and replicate programs that successfully address the dropout problem in Texas. A need for centralized and accessible information on effective dropout programs in the state and across the nation is recognized. Executive summaries of program descriptions, program characteristics, and responses to requests for evaluation reports are presented in tabular form; a prototype of a dropout program is included. Relevant data are appended, and a dropout program directory is provided. (NB)

ED 333 289 CG 023 443

Texas School Dropout Survey Project. Volume 7: Study Methods and Procedures.
Intercultural Development Research Association, San Antonio, Tex.
SPONS. AGENCY - Texas Education Agency, Austin.; Texas State Dept. of Community Affairs, Austin.
PUB DATE - 31 Oct 86
NOTE - 130p.; For related documents, see ED 279 752 and CG 023 437-442.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - General (140), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Black Youth; Cultural Differences; *Dropout Prevention; *Dropouts; Employment Potential; Grade 9; Hispanic Americans; Racial Differences; *Research Methodology; Secondary Education; *Secondary School Students; Sex Differences; Unemployment; Whites
IDENTIFIERS - *Texas

Volume 7, the seventh of eight publications developed by the Intercultural Development Research Association as part of the "Texas School Dropout Survey Project" focuses on study methods and procedures. It includes all surveys, protocols, and instructions and documentation of procedures used in the Texas Dropout Survey Project. Included are sections on: (1) the Texas Education Agency District Dropout Survey; (2) dropout identification and procedures; (3) district research procurement; (4) telephone and mail tracking; and (5) in-school and alternative dropout prevention. (NB)

ED 333 290 CG 023 445

Adolescent Health. Volume III: Crosscutting Issues in the Delivery of Health and Related Services.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE - Jun 91

is reviewed and appended.) (BHK)

ED 333 309 CG 023 464

Alston, Reginald J.; Mngadi, Simphiwe
Vocational Aptitude Testing in Counseling and Rehabilitation: Historical Developments and Application Issues. Kentucky Studies in Rehabilitation.
Kentucky Univ., Lexington. Graduate Program in Rehabilitation Counseling.
PUB DATE - 90
NOTE - 64p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Aptitude Tests; Career Counseling; Counseling Techniques; *Disabilities; History; *Human Services; Intelligence; *Professional Personnel; *Rehabilitation Counseling; *Test Use; Vocational Evaluation

An examination of the continuing debate among human service professionals about a precise definition of aptitude, with special attention devoted to the relationship of interests and intelligence to aptitude, is provided in this monograph. An historical look at aptitude test development is provided with a discussion of how individuals and events influenced the evolution of the tests. The General Aptitude Test Battery, a commonly used multiple aptitude test in rehabilitation, is analyzed to explain how multiple aptitude vocational tests were developed to provide a comprehensive evaluation of vocational potential. In addition, the practical utility of vocational aptitude tests in human services is addressed and the controversy regarding the use of general cognitive ability measures as opposed to specific aptitude tests to collect data and make placement decisions is examined. Finally, a discussion of the application issues involved in testing persons with disabilities is provided. (BHK)

ED 333 310 CG 023 465

Reducing the Limiting Effects of Sex-Role Stereotyping. Report 10.
Illinois State Council on Vocational Education, Springfield.
PUB DATE - 8 Mar 89
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *Employed Women; Labor Force; *Nontraditional Occupations; Sex Fairness; *Sex Role; *Sex Stereotypes; Vocational Education
IDENTIFIERS - Illinois

Until recent years, many women worked to supplement the family income. The number of female heads of households is growing; increasingly, many women are becoming the sole source of family income. Families of married women are becoming more and more dependent on the "second" income. Women are struggling to move into the high-paying jobs necessary to support families. Most of these jobs are dominated by males. Women maintain a significant role in the labor market, accounting for over 44% of the workforce. Sixty-five percent of all women 18-64 years of age work. Most occupations continue to be filled by either predominantly male or predominantly female workers. Illinois makes every effort to serve the male population, as well as the female population, to reduce steroetyping. Building Fairness is the sex equity initiative in Illinois. It includes a networking system, mini-grants for research/development projects, a resource center, regardless of the intensity of the use or the route of administration, is at risk of developing a problem with cocaine which may require treatment. Evaluation of cocaine abuse treatment has been sparse and no consensus exists regarding optimal treatment strategies. (LLL)

ED 333 330 CS 010 581

Ediger, Marlow
The Affective Dimension in Middle School Reading.
PUB DATE - 91
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Adolescent Literature; *Adolescents; Affective Behavior; Bibliotherapy; Intermediate Grades; Junior High Schools; Middle Schools; Reading Attitudes; *Reading Instruction; Reading Material Selection
IDENTIFIERS - *Affective Domain; Middle School Students; Trade Books

Middle school students need to attain well in the affective dimension in reading. Affective objectives emphasize, among other things, students achieving quality attitudes toward reading. Quality literature might well assist the emerging adolescent to enjoy and grow in reading skills. Learners should have ample opportunities to choose reading materials from a variety of trade books. Students develop their own interests in selecting trade books for sequential progress. Middle school students need opportunities to experience a seminar approach in the reading curriculum. Reading and the affective dimension have a central role to fulfill for emerging adolescents as they find their niches and roles in life's diverse manifestations. (RS)

ED 333 331 CS 010 582

Ginsberg, Jennifer Berne
Another Way: Answering 'Ways of Reading."
PUB DATE - Mar 91
NOTE - 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991). Best copy available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Freshman Composition; Higher Education; *Reader Text Relationship; *Reading Writing Relationship; Student Role; Teacher Role; Textbook Evaluation
IDENTIFIERS - *Reading Theories; Reading Uses; *Ways of Reading (Bartholomae and Petrovsky)

David Bartholomae and Anthony Petrovsky's book 'Ways of Reading" creates a paradox for readers, for a primary thesis of the book is that there should be no standard or traditional readings to which a new reader must conform. A successful reader will interrogate and dispute the text at every turn. The book's organization mirrors the authors' commitment to the inseparability of reading and writing. Students are not relegated to the margins of the text: their work is in as privileged a position as that of the other writers represented in the book. Some complexities of the book stem from its attempt to make a radical departure from other freshman composition textbooks. It is difficult to locate the agenda behind the publication of "Editor's Notes," a guidebook for teachers using 'Ways of Knowing" that offers teachers the way to "read" the material in the book. The authors' pedagogy falls apart kindergarten through second-grade work. Among the surprising answers to these questions are the following: (1) the length of the school day did not predict kindergarten children's school achievement; (2) individual teachers' behaviors were quite stable both from morning to afternoon and from year to year; (3) whole-class reading instruction produced the greatest gains in student achievement in reading; (4) teachers' instructional practices mediated children's performance on criterion-referenced measures; and (5) elementary-grade science textbooks were quite considerate to students. (Five figures and seven tables of data are included; 62 references are attached.) (Author/RS)

ED 333 353 CS 010 610

Armbruster, Bonnie B.; And Others
Preparing Teachers of Literacy. Technical Report No. 535.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Operation Read, Inc., Lexington, KY.
SPONS. AGENCY - Andrew W. Mellon Foundation, New York, N.Y.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jul 91
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Childrens Literature; College School Cooperation; Elementary Education; Elementary School Teachers; Higher Education; Integrated Curriculum; Language Arts; *Preservice Teacher Education; Program Descriptions; *Reading Instruction; Teacher Education Programs; Writing Instruction
IDENTIFIERS - Illinois (Urbana); University of Illinois

The Language and Literacy Block is an attempt to improve the preparation of elementary teachers to teach literacy. It is a component of a year-long preservice teacher education program that is a collaborative enterprise between the University of Illinois and a local school district. Some key features of the Language and Literacy Block include: (1) joint planning and implementation by university and school faculty; (2) an integrated approach to teaching language by combining reading methods, language arts methods, and children's literature; and (3) situated learning to teach literacy, partially accomplished through the use of videotaped student lessons. (Author/RS)

ED 333 354 CS 010 611

Bourgeois, Penny, Comp.; And Others
Reading Consultant's Handbook.
PUB DATE - Jul 91
NOTE - 99p.; Project for Reading 508, Northeast Louisiana University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Biographies; *Class Activities; *Content Area Reading; Elementary Secondary Education; Preschool Education; *Reading Comprehension; *Reading Consultants; *Reading Readiness; *Word Recognition
IDENTIFIERS - Reading Management; Word Attack Skills

This handbook contains brief essays concerning aspects of reading and reading skills, activities designed to promote those skills, and biographies of reading specialists. The first section of the

when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Cloze Procedure; Distance Education; Elementary Secondary Education; *Evaluation Methods; Higher Education; *Informal Reading Inventories; Inservice Teacher Education; Reading Attitudes; *Reading Diagnosis; Reading Instruction; Reading Interests; *Reading Tests; *Student Evaluation
IDENTIFIERS - Informal Reading Assessment Inventory; Reading Miscue Inventory; Student Centered Assessment

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on assessing performance through informal techniques is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 377 CS 212 666

Smith, Carl, Comp.
Trends and Issues in Reading Education. Learning Package No. 11.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 47p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Childrens Literature; Distance Education; *Educational Change; *Educational Trends; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Instructional Effectiveness; *Instructional Improvement; *Reading Instruction; Teacher Role; Teaching Methods; Whole Language Approach
IDENTIFIERS - Active Learning; *Educational Issues

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on trends and issues in reading education is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 378 CS 212 667

Aiex, Nola Kortner; Smith, Carl, Comp.
Observation and Feedback. Learning Package No. 12.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 43p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works -

Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 46p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Critical Thinking; Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Learning Processes; *Thinking Skills; *Writing Instruction; Writing Processes
IDENTIFIERS - Writing Development; *Writing Thinking Relationship; *Writing to Learn

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on strategic thinking through writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 404 CS 212 693

Chao, Han-Hua, Comp.
Peer Response in Learning to Write. Learning Package No. 38.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 47p.; For other learning packages in this series, see CS 212 656-705. Some material in the packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Classroom Communication; Classroom Techniques; *Cooperative Learning; Distance Education; Elementary Secondary Education; *Group Discussion; Higher Education; Inservice Teacher Education; *Peer Groups; *Peer Teaching; Research Papers (Students); Teacher Student Relationship; Teaching Methods; *Writing Instruction
IDENTIFIERS - *Collaborative Writing; Speaking Writing Relationship

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on peer response in learning to write is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 405 CS 212 694

Collins, Norma, Comp.; Smith, Carl, Ed.
The Role of Grammar and the Teaching of Writing. Learning Package No. 39.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 36p.; For other learning packages in this series, see CS 212

This booklet discusses school publication goals and processes, explaining how to identify and unify a school's image, and then how to project the image through a broad range of printed pieces. The booklet's 10 chapters are as follows: (1) Introduction; (2) The Importance of School Publications and Public Relations; (3) Creating and Securing a Unified Image through Publications; (4) Imparting an Understanding of Development within the Unified Image; (5) Setting Up a Publications Plan; (6) The Essential Publication: The School Newsletter; (7) The Core Publications; (8) The Auxiliary Publications; (9) Desktop Publishing; and (10) Conclusion. Eight appendixes (including sample planning sheets, attitudinal survey, publications information chart, newsletter production schedule, and sample profile sheet), a list of resources (books, periodicals, and software), and a glossary of terms conclude the booklet. (SR)

ED 333 428 CS 212 869

Romano, Tom
A Time for Immersion, A Time for Reflection: The Multigenre Research Project and Portfolio Assessment.
PUB DATE - Mar 91
NOTE - 31p.; Paper presented at the Annual Spring Meeting of the National Council of Teachers of English (Indianapolis, IN, March 14-16, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Creative Writing; Higher Education; *Learning Processes; Literary Genres; *Portfolios (Background Materials); *Research Papers (Students); Self Evaluation (Individuals); *Student Evaluation; Writing Evaluation; Writing Improvement; *Writing Processes; Writing Strategies
IDENTIFIERS - *Multigenre Research Projects; University of New Hampshire; Writing Development

This paper describes the senior honors thesis (a multigenre research paper), and narrates the process by which a senior English major at the University of New Hampshire and her project advisor worked together on this semester-long project. In the first section, the multigenre research paper is defined as a work that combines poems, monologues, character sketches, photographs, drawings, songs, newspaper interviews, narratives, stream-of-consciousness, and fiction generated from biographical fact. In addition, the paper asserts that a multigenre research paper not only allows the student to become a better writer, but illuminates for both the teacher and student the processes of thinking, writing, and learning. The second, third and fourth sections of the paper discuss the way portfolios can be used as a vital component in learning, and describe how this student compiled a portfolio that contained a sampling of writing representing her process of creation, her best work, her near misses or unsatisfactory pieces, and a portfolio cover letter explaining the meaning of these artifacts. The fifth section of the paper illustrates how a final interview allowed the student to reflect further, so that the teacher could learn about the student's learning, and the student could learn about her own learning process. The final sections discuss the importance of projects, and offer more evaluation of projects, portfolios, and teacher support of student learning. (Twenty-nine references are included.) (PRA)

ED 333 429 CS 212 870

their meaning-making processes during the reading of literary text. Subjects, six children attending a university-based literacy center, read aloud two stories and verbalized their thoughts during reading. Judith Langer's four categories (or "stances") were used to compare the resulting "think-alouds." A qualitative analysis was also conducted as other categories emerged and as all the responses were recategorized for difficulties experienced by remedial readers. Results indicated that remedial readers spent a disproportionate amount of time in the "being out and stepping into an envisionment" stance; and that these readers consistently failed to construct evolving wholes and struggled with the language of literary discourse. Findings suggest that the overall picture of remedial readers was one of being on the outside, looking in. (RS)

ED 333 448 CS 212 889

Parsons, Gerald M.
Theory Building in Technical Communications: Instrumental Effectiveness versus Speculative Questing.
PUB DATE - Mar 88
NOTE - 34p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (39th, St. Louis, MO, March 17-19, 1988).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Audience Awareness; *Communication (Thought Transfer); Educational Theories; Higher Education; Inquiry; *Interdisciplinary Approach; Language Role; Research Needs; Social Theories; *Technical Writing; *Theory Practice Relationship
IDENTIFIERS - *Composition Theory; *Technical Communication

This paper attempts to trace a line of theory development in technical communication from Dwight Stevenson's 1977 call for "instrumental effectiveness" in theoretical inquiries, based upon careful inductive research methods, to later examples of more speculative and inadequately documented theories about what constitutes the field's intellectual domain. While acknowledging the importance of interdisciplinary inquiry, the paper critiques some inquiry approaches for: (1) an excessive deviation from necessary traditional constraints on the field's legitimate inquiry domain, and for (2) an excessive reliance on composition studies theory for specific intellectual guidance. The paper argues for a restoration of more field-appropriate theory-building as articulated by Stevenson, Anderson et al.; one based upon the constraints of inductive evidence and instrumental effectiveness. Twenty-seven notes are included. (Author/PRA)

ED 333 449 CS 212 890

Frick, Jane; Fulton, Karen
Promises Kept and Broken: Holistically Scored Impromptu Writing Exams.
PUB DATE - 21 Mar 91
NOTE - 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - College Freshmen; Curriculum Evaluation; Higher Education; *Holistic Evaluation; Secondary Education; *Student

instruction in schools in a representative sample of schools nationally. It examined the contrasts among groups of schools that might be expected to differ in their approaches to the teaching of literature, and provided a portrait of "typical" practice. A random sample of 650 secondary schools, representing 82% of those contacted, participated in a survey of current practice in the teaching of literature. The schools were divided among five independent samples, including a representative sample of public schools, two samples of schools with award-winning programs and two nationally representative samples of private school traditions. Results indicated that: (1) in general, teachers of English are experienced and well-prepared; (2) the award-winning schools were disproportionately suburban; (3) literature has maintained its central place in the English curriculum, in spite of recent reforms focusing on the teaching of writing; (4) the English curriculum is dominated by familiar selections drawn primarily from a white, male, Anglo-Saxon tradition and chosen by the teacher from a literature anthology; (5) the typical high school literature class places heavy emphasis on whole-class discussions of text that all students read; (6) writing and literature are not independent components of the teaching of English; and (7) school library collections have been strengthened over the past 25 years but considerable room for improvement remains. Findings suggest that the teaching of literature is a relatively traditional enterprise. (Eighty-three tables of data are included; 54 references and the survey instruments are attached.) (RS)

ED 333 468 CS 212 917

Applebee, Arthur N.
A Study of High School Literature Anthologies. Report Series 1.5.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 79p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Anthologies; Content Analysis; Critical Reading; English Literature; *Literature Appreciation; Secondary Education; Secondary School Curriculum; *Textbook Content; Textbook Research; United States Literature
IDENTIFIERS - Aesthetic Reading

A study examined the content and approaches embodied in seven popular high school literature anthology series, grades 7 through 12. The seven series examined consisted of 42 volumes with 1989 copyrights, stratified by grade level and by series. All selections in all 42 volumes were analyzed to develop a portrait of the content of literature courses as represented by the popular anthology series. A subsample of 350 selections was chosen for detailed analysis. Results indicated that: (1) anthologies have narrowed their focus, presumably to place more emphasis on works of merit; (2) volumes for use in grades 7 through 10 broadened their selections to include a wider representation (though still very small) of works by women and of works from alternative literary traditions; (3) volumes intended for American or British literature courses remain quite narrow in their representation both of women and nonwhite authors; (4) the instructional apparatus that surrounds the anthology selections was overwhelmingly text and content centered, with little attention paid to the development of students' abilities to think on their to 189 undergraduates enrolled in lower division communication courses. Results showed that first-borns in two-sibling families ranked higher than last-borns in short term listening regardless of gender. This was not true, however, for three and four sibling families. In addition, gender played a significant role in the interpretation of communications in the two-sibling families. Results suggest that a spurious variable, which this study failed to isolate, must be responsible for the fact that these findings failed to reproduce themselves in families with more siblings. Walter Toman suggests that the sex of the siblings, spacing of the siblings, and possible sibling losses are important variables to consider. It is possible that sex, sibling size and ordinal position can interact to explain variance in listening behavior, but greater experimental controls must be exerted in future research. (Two tables of data are attached; 64 references are included.) (PRA)

ED 333 491 CS 507 470

Harris, Clark R.; And Others
Poster Presentation: The Key to Communication of Ideas.
PUB DATE - 6 Dec 90
NOTE - 6p.; Paper presented at the Annual Meeting of the American Association for Agricultural Education/American Vocational Association (Cincinnati, OH, December 6, 1990). Best available copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Audience Awareness; *Communication (Thought Transfer); Higher Education; Professional Development; Teaching Methods; Visual Aids
IDENTIFIERS - *Posters; *Presentation Mode; Professional Meetings

Poster sessions at professional meetings have become popular in recent years. Properly prepared poster presentations not only provide an excellent format for communicating innovative ideas or research results, but also allow for individual communication between the presenter(s) and interested individuals. Furthermore, poster session programs allow participants to survey many presentations and focus on those of specific interest. Poster presentations (with their emphasis on modern graphics) do require more time to prepare than traditional paper presentations, however, and are more difficult to transport. Since this format of information exchange can accommodate a number of presenters and a variety of topics, professional organizations are likely to continue using poster sessions as a part of their professional meetings. (PRA)

ED 333 492 CS 507 471

King, James R.; Stahl, Norman A.
Oral History as a Critical Pedagogy: Some Cautionary Issues.
PUB DATE - Dec 90
NOTE - 14p.; Paper presented at the Annual Meeting of the American Reading Forum (11th, Sarasota, FL, December 12-15, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Critical Thinking; Elementary Secondary Education; *Field Interviews; Higher Education; *Oral History; *Student Centered Curriculum; *Teaching Methods
IDENTIFIERS - Interpretive Research; Oral Tradition; *Researcher

argumentation and debate have recognized that discussion is a part of the study of critical decision making and argumentation but have chosen not to devote serious attention to it. Inquiry, often in the form of discussion, and advocacy, often in the form of debate, should both be a part of any class in argumentation. (Seventeen references are attached.) (PRA)

ED 333 512 CS 507 493

Lind, Rebecca Ann; Rarick, David L.
Audience Evaluations of Ethical Issues in Television Journalism: An Analysis of the Criteria Used for Judgment.
PUB DATE - May 91
NOTE - 22p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991). Best available copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Audience Response; *Ethics; *Evaluation Criteria; Higher Education; News Reporting; Television Research; Television Viewing
IDENTIFIERS - Audience Research; *Journalism Research; *Television News

Television journalism has long been the object of study by scholars of news media ethics. A study examined the reasoning process and the criteria for judgment used by viewers when evaluating possibly problematic television (TV) news content, and analyzed these criteria as they are applied to ethical issues and problems in TV newscasts. Thirty-four television viewers participated in semi-structured depth interviews on issues related to TV ethics. Results indicated that viewers employed specific criteria and reasons (e.g., viewer harms or benefits, remaining within the law, avoiding gratuitous sensationalism, freedom of speech, etc.) as they evaluated ethical issues in TV news. People used similar criteria, however, in different ways to justify different positions. (Two tables of data are included; 18 references are attached.) (Author/PRA)

ED 333 513 CS 507 495

Proceedings of the 1990 Annual Meeting of the Association for Education in Journalism and Mass Communication (73rd, Minneapolis, MN, August 1-4, 1990). Part XII: More Miscellaneous Studies.
Association for Education in Journalism and Mass Communication.
PUB DATE - Aug 90
NOTE - 276p.; For other sections of the proceedings, see ED 323 566-573 and ED 324 704-706.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Blacks; Court Litigation; Electronics; Females; Freedom of Information; Freedom of Speech; *Journalism History; *Legal Problems; Libel and Slander; Media Research; *News Media; News Reporting; Photojournalism; Presidential Campaigns (United States); Programing (Broadcast); Public Opinion
IDENTIFIERS - Espionage Act; Supreme Court

This section of the proceedings is comprised of nine papers on various topics. Papers include: ''Hybrid Press: Newspapering on the Coeur d'Alene Mining Frontier, 1890-1892'' (David J. Vergobbi); ''Through a Lens Clearly: Women and the Evolution of World News'' (Carolyn M. Byerly); ''The Challenge of Political 'Spin Medicine'

EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Administrator Attitudes; Classroom Environment; Cognitive Development; Educational Trends; Elementary Secondary Education; Foreign Countries; Heterogeneous Grouping; Instructional Program Divisions; *Multigraded Classes; Social Cognition; Social Development; *Student Development; Teacher Attitudes; Teacher Improvement
IDENTIFIERS - *Canada

Questionnaires were developed to get demographic, administrative, and pedagogical information from both rural and urban districts. Replies were received from 89.9 percent of the superintendents or directors of education, 83 percent of the principals of schools with multigraded classrooms, and 80 percent of the teachers of multigraded classes. An exploratory study was designed to determine the nature and prevalence of multigraded classrooms across Canada. Literature on multigraded classrooms is reviewed in terms of the attitudes of parents, teachers, and administrators; student psychosocial development; and student cognitive development. "Multi-program Classrooms in Quebec" (Janine Hohl) discusses multigraded classrooms in Quebec's rural and urban settings as well as the history, advantages, disadvantages, optimum conditions, and questions related to multigraded classes. Next, study results are examined: (1) the demography of single and multigraded schools; (2) existing grade combinations and rationale for multigraded classrooms; (3) teacher responses regarding the grade combinations they teach, enrollment, ability groups, teaching experience, training in multigraded teaching, and curricula and instructional strategies used; (4) areas in which teachers need help; and (5) the effects of multigraded classrooms on student psychosocial and cognitive development. Finally, 14 conclusions related to demographic information, grade typology, and curricular material in multigraded classrooms are presented as well as 14 suggestions related to multigraded classroom pedagogy and 6 recommendations for meeting student and staff needs. Included are 14 tables. (CLA)

ED 333 533 EA 022 983

Bamburg, Jerry; Isaacson, Nancy
A Conceptual Model of the Instructionally Effective School: Confronting the Whys, Whats and Hows.
PUB DATE - Apr 91
NOTE - 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Change Strategies; *Communication Skills; Conflict Resolution; *Curriculum Development; *Educational Change; Elementary Secondary Education; *Instructional Effectiveness; Interpersonal Competence; Models; *Participative Decision Making; Problem Solving; *Resistance to Change; School Restructuring

Although the "what" of schooling has become clearer through a convergence of research findings, educators still do not understand the "hows" of effectively using that knowledge to make necessary changes. This paper's objectives are to argue the necessity of fundamental changes in the patterns of schooling (the "whys") and to present a conceptual model of an instructionally effective school. This model contains two elements (the "whats" and the "hows") essential for creating schools that will ensure optimal effectiveness for all students. The imperative for school

Program.
PUB DATE - Apr 91
NOTE - 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Educational Innovation; *Experiential Learning; High Schools; *Holistic Approach; Inquiry; Institutional Cooperation; *Integrated Curriculum; *Interdisciplinary Approach; Learning Experience; Nontraditional Education; *Secondary School Curriculum; *Unified Studies Curriculum

Unified Studies, an example of holistic education in practice, is an integrated curriculum designed to address students' talents that are ignored by traditional education, which has been operating for 15 years. This report describes in detail participants' experiences and perceptions of the program, which operates as a university/high school partnership. The ethnographic methodology included participant observation; interviews with teachers, administrators, and students; and document analysis. Participants' viewpoints are presented in samples of field notes made by the researcher, teachers and student teachers, and students. Findings indicate that students, as active participants, have learned values and how to set priorities for their lives. Gaining real experience in problem solving has contributed to increased self-esteem and initiative-taking. The program's focus on real experiences expands students' learning by addressing their aesthetic, moral, physical, and spiritual needs. Finally, both teacher and students learn in such a program. (LMI)

ED 333 553 EA 023 054

Holifield, Mitchell L.; King, Dan L.
Providing Professional Induction Services for Beginning School Administrators.
PUB DATE - Apr 91
NOTE - 10p.; Paper presented at the Annual Meeting of the Arkansas Association of Colleges for Teacher Education (Little Rock, AR, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adjustment (to Environment); Administrator Guides; Administrators; *Collegiality; Elementary Secondary Education; Higher Education; *Professional Development; *School Administration; *Socialization; Staff Development; *Staff Orientation
IDENTIFIERS - *Arkansas State University; *Beginning Administrators

This paper offers a summary of research on the professional induction needs of beginning school administrators and a report on a professional induction project conducted by Arkansas State University. The project initiation process: (1) identified and interviewed newly practicing school administrators in 25 Arkansas counties; (2) determined their inservice needs and interests; and (3) prepared a program plan to meet those needs. Interviews conducted with 59 beginning administrators at varying levels led to the development of the Association for the Enhancement of School Administration, a response vehicle designed to provide professional growth opportunities to all individuals interested in educational administration. The association's goals and activities are outlined. (LMI)

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Educational Assessment; *Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Foreign Countries; Program Evaluation; School Effectiveness
IDENTIFIERS - *Australia (South Australia); Strategic Planning

Issues in the monitoring of educational quality through performance indicators are discussed in this paper. The first section discusses the management of quality in educational systems and identifies the general functions of performance indicators as quality assurance, development, and accountability. Indicator systems are discussed in the following sections, and the relationships among indicators, development, and accountability are addressed in the context of the South Australian educational review system. The primary purpose of the review is to report on performance with respect to specific practices across the system as a whole. Effective practice reviews are conducted in four domains: teaching and learning; organization and management; ethos and culture; and social justice. The final sections discuss the use of performance indicators for development and quality management purposes as part of a broad framework for monitoring educational quality. An educational review program based on group discussion, interviews, and observation assessed teaching and learning in 80 classrooms and management and organization in 17 schools. Findings indicate that the teaching and learning practices were stronger than those for management and organization. The recommendation is made for strengthening curriculum aspects of schooling, particularly planning, development, and review; delivery strategies; staff development; and management and review of development. Two figures are included. (8 references) (LMI)

ED 333 575 EA 023 087

Cuttance, Peter
Performance Indicators and the Management of Quality in Education.
PUB DATE - 90
NOTE - 26p.; Keynote address prepared for the National Conference on Indicators in Education (3rd, Canberra, Australia, December 3-4, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Accountability; *Educational Assessment; *Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Management Systems; *Organizational Change; Organizational Theories; Program Evaluation; *Quality Control
IDENTIFIERS - *Australia (South Australia); Strategic Planning

Issues that affect the use of performance indicators in managing educational quality are discussed in this paper. Recent changes in public-sector organizational management include the development of strategies for the management of change itself and the changing role of the public sector. A trend within the public sector is an increase in the level of devolution of authority and responsibility in public-sector organizations. A theoretical framework based on two different perspectives--the assurance of quality and a multilevel systems perspective--is presented. The quality management process used by the South Australian Education Department is described. The process assesses four domains of effective practice indicators: teaching and learning; management and organization; ethos and culture; and social justice. A conclusion is that the convergence of perspectives on corporate

*School District Spending; School Funds; *State Programs
IDENTIFIERS - *Delaware; *Education Consolidation Improvement Act Chapter 2

Evaluation findings on the effectiveness of Chapter 2-assisted programs in Delaware are summarized in this report. The first section provides a financial overview of 1988-89 programs, comparing the proposed budget with actual expenditures. The second section focuses on the use of state "set-aside" funds, identifying those allocated for special projects and describing the Chapter 2-supported functions and activities of the Department of Public Instruction. Program operation and management are summarized by school district in the third section. Data sources include fiscal year 1989 Chapter 2 applications, responses to a previous survey, and conversations with program directors. Five areas are examined: consultation, needs assessment, program description, evaluation, and general program statements. Section 4 summarizes the use of funds in each district and reviews two sample district programs. The conclusion is that funds were used to meet diverse local needs such as improving parent, teacher, administrator, and private school participation and reducing paperwork. A small portion of state "set-aside" funds were used for program administration, but most were used to support statewide initiatives, for technical assistance, and for general support activities of the Department of Public Instruction. Three figures and seven tables are included. (LMI)

ED 333 596 EA 023 154

Secondary School Reorganization and Summary: Task Force Report for the Board of School Trustees.
Nanaimo School District #68 (British Columbia).
PUB DATE - 87
NOTE - 106p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Advisory Committees; Board of Education Policy; Core Curriculum; Curriculum Development; Educational Administration; Educational Development; *Educational Planning; Foreign Countries; *School Organization; Secondary Education; Secondary Schools
IDENTIFIERS - *Nanaimo School District 68 BC; Task Force Approach

In August 1986, at the request of the Board of School Trustees of Nanaimo, British Columbia, a Secondary school Reorganization Task Force was established to develop an implementation plan for Grades 8-12 reorganization of four of the six secondary schools in School District 68. This report outlines how such reorganization would occur and what its implications would be. The various topics covered include: implications of grades 8-12 reorganization; proposed phase-in period; catchment areas and feeder systems; projected enrollments; school programs and course offerings; district programs and services; staffing considerations; resource needs; facilities and employment needs; costs and sources of funding; and recommendations. Included are 25 tables that display the data discussed. Also included are several appendices and a detailed summary of the task force's report. (DB)

ED 333 597 EA 023 164

Gun-Free School Zones Act of 1990. Hearing on H.R. 3757 before the Subcommittee on Crime of the Committee on the Judiciary. House of Representatives, One Hundred First Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

ED 333 617 EC 300 368

Drons, Michael T.
Guidelines for Identification. Educational Programs for Gifted and Talented Children.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE - 89
NOTE - 46p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Ability Identification; Aptitude Tests; Art; Check Lists; Definitions; Educational Diagnosis; Elementary Secondary Education; Eligibility; *Evaluation Criteria; *Gifted; Intelligence Tests; *Referral; State Legislation; Student Characteristics; Student Placement; *Talent; Talent Identification
IDENTIFIERS - *Maine

This publication provides Maine school administrative unit personnel with guidelines to implement procedures for identifying gifted and talented children. Legislative requirements are presented on the left-hand pages and suggested guidelines for implementing the requirements are on the right-hand pages. Requirements and guidelines are organized into five chapters which address: (1) screening; (2) objective measurements; (3) subjective measures; (4) the arts; and (5) the selection process. Specific topics covered include: definitions; identification criteria; screening for general, specific, and artistic abilities; intelligence tests (group and individual); aptitude tests; achievement tests; alternative methods for grades K-2; student characteristics; teacher checklists; parent referral; peer referrals; self-referral; pupil products and performances; student artistic products; the selection team; placement; collaboration with the regular teacher; parent notification; the annual student program review; and review of identification. Includes 113 references. (DB)

ED 333 618 EC 300 369

Baca, Leonard M.; Cervantes, Hermes T.
Bilingual Special Education. ERIC Digest #E496.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 91
NOTE - 3p.; Based on "The Bilingual Special Education Interface," Second Edition, by Leonard M. Baca and Hermes T. Cervantes.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Bilingual Education; Curriculum Development; *Disabilities; Elementary Secondary Education; English (Second Language); Individualized Education Programs; Instructional Materials; *Limited English Speaking; Media Adaptation; Special Education; Student Placement; Teaching Methods
IDENTIFIERS - ERIC Digests

This digest estimates that 948,000 U.S. children may both be linguistically different and have disabilities. The nature of instruction and educational placement of these students should be based on the degree of disability, level of language proficiency in both English and the primary language, and intellectual

NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - Anatomy; *Cancer; Individualized Instruction; *Learning Modules; Nurses; *Nursing Education; Nutrition; Pacing; Patients; Physiology; *Speech Pathology; *Surgery
IDENTIFIERS - *Larynx

This self-instructional model, written for registered nurses, is divided into three sections: (1) anatomy and physiology of the patient before and after laryngectomy; (2) eating and nourishment following the total laryngectomy; and (3) two options for speech following a total laryngectomy--the electrolarynx and esophageal speech. The manual provides the learner with basic information in the care of the patient who undergoes a total laryngectomy to help the caregiver with these patients. Directions, prerequisites, terminal objective (goal), performance objectives, pre- and post-assessment (answers included), and summary are the components of the module. Three appendices contain pre- and post-operative laryngectomy diagrams, placement of electrolarynx, and diagram of esophageal speech. (NLA)

ED 333 113 CE 057 962

Baker, Matt; Hedges, Lowell E.
The Identification of Components Underlying the Summative Evaluation of Student Teachers and Component Influence upon Students' Final Grade. Summary of Research.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE - 91
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Agricultural Education; Cooperating Teachers; Elementary Secondary Education; *Grading; Higher Education; Likert Scales; Preservice Teacher Education; *Student Teacher Evaluation; *Student Teachers; *Summative Evaluation
IDENTIFIERS - Ohio State University

The components of a cooperating teacher summative evaluation instrument were identified and the extent to which the final grade in student teaching could be determined based upon the evaluation was examined. Specific objectives of the study were to examine the relationship between grade in student teaching and the summative evaluation and determine the amount of variance in the final student teaching grade. The population for the study was all agricultural education graduates who completed student teaching at Ohio State University between 1980 and 1986 (N=283). The Inventory of Student Teacher Traits was completed by cooperating teachers as a summative evaluation of their respective student teachers. The Likert-type instrument included 14 traits rated by the cooperating teachers. Descriptive statistics were used to summarize and analyze the data. Analysis revealed that student teachers attended regularly, were conscientious about learning, and were knowledgeable in safety aspects but not in work knowledge. Of the 14 traits listed, student teachers were rated high on all items. Cooperating teacher evaluations were valued by teacher educators when determining students' final grades. The performance component was more meaningful than the quality component in determining grades. (29 references) (NLA)

ED 333 114 CE 057 976

(141)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; Adult Programs; Community Resources; Computer Assisted Instruction; *Library Extension; *Literacy Education; Program Content; Program Implementation; Program Improvement; *Reading Instruction; *Tutoring
IDENTIFIERS - *Tombigbee Regional Library MS

The Tombigbee Regional Library in West Point, Mississippi, conducted a literacy program from October 1, 1988 to September 30, 1989. During the period, the program recruited 166 students and 64 new tutors, provided funding for 110 students not eligible for Job Training Partnership Act funding, solicited and used community resources and funds, and expanded to seven other system libraries. The program also refined and improved its training methods and recordkeeping and hired more staff. Individualized Education Programs (IEPs) were created for each student. Instructional materials relevant to students' needs were used. Two computer laboratories were donated through the efforts of community groups and were in constant use for student practice. The program was regarded as successful by project organizers and the community. It is felt that the library atmosphere and its community support contributed greatly to the success of the program. (KC)

ED 333 133 CE 058 085

Puryear, Dorothy
Nassau Tutor Training for Literacy Project II. Final Performance Report.
Nassau Library System, Uniondale, NY.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Library Extension; Peer Teaching; *Teacher Education; *Tutorial Programs; *Tutors; *Volunteer Training
IDENTIFIERS - New York (Nassau County)

The Nassau (New York) Library System contracted with Literacy Volunteers of America to address the problem of adult literacy by increasing the number of trained volunteer tutors who can teach basic literacy skills. Specifically, the project's goals were to: (1) conduct 6 tutor training workshops at library locations; (2) recruit and train 180-200 community volunteers to work on a one-to-one basis with adults who read below the fifth-grade level; (3) provide training manuals and other materials for use by tutor trainees; (4) recruit a minimum of 180 adult students who read below the fifth-grade level; (5) provide orientation and training to identify, recruit, and refer students; and (6) provide high-low materials for use by matched pairs of tutors and students. The project trained only 157 tutors, due to a lack of minority volunteers. A tutor training packet was distributed at the workshops, and 128 adult students were matched with tutors. (The performance report contains the following sections: (1) narrative report; (2) goals and objectives; (3) basic reading course outline; (4) project newsletter; (5) brochure; (6) three posters; (7) contract; (8) fact sheet; (9) two information letters; and (10) tutor training workshop schedule, fall 1989.) (NLA)

ED 333 134 CE 058 087

Building and Craft Skills Apprenticeship and Pre-Apprenticeship data bases, and professional journal articles. It was found that many successful efforts exist and are based on a collaborative or partnership effort. However, it was determined that many more programs are needed to address the workplace literacy problem. The Federal Government as well as state and local government, schools, unions, businesses, corporations, and the communities at large must join in the effort to help erase illiteracy from the workplace. Illiteracy in the workplace is a pluralistic problem that needs priority now if the United States wants to strengthen its economy by the year 2000. (26 references) (NLA)

ED 333 152 CE 058 145

Luzzo, Darrell Anthony
Social Class and Ethnic Differences in College Students' Career Maturity: A Quantitative and Qualitative Analysis.
PUB DATE - Apr 91
NOTE - 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991). "Filled" type throughout document.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Career Choice; *Career Development; Career Planning; Comparative Analysis; Decision Making Skills; *Differences; Educational Research; *Ethnic Groups; Higher Education; Interviews; Qualitative Research; *Social Class; Statistical Analysis; Student Attitudes; Surveys; *Undergraduate Students; *Vocational Maturity; Work Attitudes
IDENTIFIERS - California State University Long Beach

Social class and ethnic group differences in college students' career maturity were investigated. Participants were 401 undergraduates (250 females, 151 males) attending California State Univesity, Long Beach. Quantitative measurements included: (1) the Duncan Index of social class; (2) Career Maturity Inventory-Attitude Scale; (3) the Vocational Preference Inventory and coding of a subject's career aspiration to determine vocational congruence; (4) the Career Development Inventory's University and College Form (to measure career decision-making ability); and (5) grade point average (GPA). One-third (n=128) of the sample participated in the survey and interview phases; the other two-thirds participated only in the survey. Quantitative analyses did not reveal significant social class differences in career maturity. Various ethnic group differences were observed in regard to career mature attitudes, vocational congruence, and GPA. In terms of career mature attitudes, Caucasian-Americans exhibited significantly greater career maturity than did Filipino and Asian-American students. Filipino students reported a significantly lower mean vocational congruence than all other ethnic groups. Findings suggested that current theories of career development and career counseling were lacking in their application to today's ethnically diverse college population. (33 references) (YLB)

ED 333 153 CE 058 146

Ducci, Maria A.
Financing of Vocational Training in Latin America. Discussion Paper No. 71.
International Labour Office, Geneva (Switzerland).
PUB DATE - 91
NOTE - 42p.; Edited by the Training Policies Branch of the International Labour Office.

Educational Finance; Educational History; Educational Improvement; Educational Legislation; Educational Policy; Enrollment; Federal Aid; *Federal Legislation; Government Role; Government School Relationship; Integrated Curriculum; Postsecondary Education; Program Improvement; Public Policy; School District Autonomy; Secondary Education; State School District Relationship; Student Participation; *Vocational Education
IDENTIFIERS - *Carl D Perkins Voc and Appl Techn Educ Act 1990

Historically, vocational education has been targeted at those destined for nonprofessional work, and vocational teachers, administrators, and students have become isolated from the mainstream of secondary education. Research has found broader student participation in vocational education than anticipated, the numbers peaked in 1984 and now are suffering widespread decline. A new emphasis on vocational education over the "basic skills only" approach can better serve the majority of students who will work for smaller firms that cannot afford job training. A basic tenet of the new Carl D. Perkins Vocational and Applied Technology Education Act is integration of academic and vocational education to reform the entire curriculum. The new law also directs federal resources to the poorest districts that need the most improvement. Perhaps the most significant change is that much of the initiative for setting goals to improve local programs should come from the local level. Recommendations for local school boards are to expand the name to vocational-technical education, expand program content, offer high quality programs to all students, form partnerships with business, and integrate female students. (YLB)

ED 333 173 CE 058 186

Aist, Eugene H.; Thompson, Dale E.
Professional Development Institute: A Personnel Development Workshop for New Postsecondary Vocational Technical Instructors.
PUB DATE - 1 Dec 90
NOTE - 25p.; Paper presented at the American Vocational Association Convention (Cincinnati, OH, December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Beginning Teacher Induction; *Beginning Teachers; Course Content; Educational Objectives; *Inservice Teacher Education; Institutes (Training Programs); Postsecondary Education; State Programs; *Teacher Workshops; Technical Education; Vocational Education; *Vocational Education Teachers
IDENTIFIERS - Arkansas

The Professional Development Institute (PDI) is a 4-day orientation workshop for instructors entering service in the postsecondary vocational-technical school system in Arkansas. The PDI focuses on activities designed to accomplish the four goals set by the Arkansas Division of Vocational and Technical Education: to assist the instructor in making the transition into postsecondary vocational education, in forming professional habits, in understanding the duties of a vocational-technical instructor, and in developing a sense of pride in and belonging to the system. The workshop attempts to elevate the self-esteem of the participants. Goals are achieved through small and large group activities, discussions of case studies, simulation, use of videotapes, talks by former student organization members, and receptions and social activities. (Appendixes, which make up three-fourths of the document, include the PDI agenda, a getting-acquainted form, opening statement, goal summaries, and short case studies.) (KC)

Competency Based Education; Curriculum Guides; *Electrical Systems; *Electricians; *Electricity; Hand Tools; Learning Activities; Planning; Postsecondary Education; Pretests Posttests; Secondary Education; Student Evaluation; Trade and Industrial Education; *Troubleshooting; Units of Study; Workbooks

This curriculum guide and student manual provide instructional materials for a two-credit course to provide students with entry-level skills in the area of electrical trades. The guide contains 12 units. Unit I explains how to use the guide and lists essential elements for all vocational programs, for Trade and Industrial Education, and for this course as well as a suggested sequence by unit. Units II through XI contain the 10 specific areas of instruction: safety; introduction to electrical trades; tools, equipment, and materials for electrical trades; theory of electricity; generating and distributing electrical power; electrical codes; blueprints and schematic diagrams; planning the job; electrical installation; and troubleshooting. Each unit contains lesson plans with essential element; unit and specific objectives; lists of tools, equipment, materials, and references; introduction; teacher activities; and evaluation. Unit XII provides lesson plans covering common essential elements. Appendixes include modification techniques for special populations; references and resources; answers to assignment sheets and pre/posttests; and pre/posttests. The student manual provides materials for Units II-XI. A student information sheet for each lesson provides unit and specific objectives and general information. Assignment sheets and job sheets are also provided. (YLB)

ED 333 192 CE 058 220

Grant-Gold, Shelia I.
Introduction to Construction Careers Cluster. Curriculum Guide and Student Materials Manual.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - 88
NOTE - 666p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - Air Conditioning; Behavioral Objectives; Bricklaying; *Building Trades; Carpentry; *Competence; Competency Based Education; Computer Software; *Construction (Process); *Course Content; Course Descriptions; Electricity; High Schools; Job Skills; *Learning Activities; Lesson Plans; Painting (Industrial Arts); Plumbing; Refrigeration; Skill Development; State Curriculum Guides; *Trade and Industrial Education; Vocational Education

These two manuals provide teacher and student materials for a 175-hour trade and industrial program for students in grades 10-12, composed of six 30-hour courses designed to provide students with minimum competencies for the construction industry. The curriculum guide is organized in eight sections. The first section describes how to use the curriculum guide, common essential elements for all occupational programs, essential elements for trade and industrial education, essential elements for the course, and a suggested sequence by section. The following six sections focus on each 6-week occupational area of instruction: air conditioning and refrigeration; bricklaying/stone masonry; carpentry; residential electrical trade; painting and

Report.
Kentucky Vocational Education Region V, Elizabethtown.
SPONS. AGENCY - Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE - 30 Jun 88
NOTE - 47p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; Career Choice; *Career Counseling; *Community Organizations; Cooperative Programs; *Disadvantaged Youth; *High School Equivalency Programs; Job Placement; *Job Search Methods; Literacy Education; Outcomes of Education; Program Implementation; Remedial Programs; *Vocational Education; Vocational Evaluation

The Education in Action project is a cooperative effort between the vocational education community and the Central Kentucky Community Action Council to identify economically disadvantaged youth who need basic academic and life skill training, General Educational Development (GED) training, occupational skill training, and job hunting and retention skills. Youth are recruited through the Community Action Agency as well as through referrals from employment services, vocational rehabilitation offices, churches, doctors, adult basic education teachers, and business and industry, and through newspaper and radio advertisements. Once these youth are identified, they are invited to attend seminars that take place in eight counties, with the goal of unsubsidized job placement. Counselors help the youths to identify personal goals and areas of interest and ability and to determine their basic skills levels in order to identify areas of strengths and weaknesses; then a plan is devised for accomplishing educational and career goals. Information about opportunities for education and training available in the area is given and referrals are made to services and programs. A career counselor continues regular contact and support of youth who enroll in vocational education programs, and support groups have been organized. Help in job search and placement is also given. As a result of the program, more than 100 youths have earned GED diplomas. (Seven appendixes, making up the bulk of the document, include an enrollment information form, project flowchart, career exploration competencies form, personal data sheet, career assessment profile and referral form, job search forms and job interview tips, an annotated bibliography listing 22 resources on job search, a list of support groups in the area, lists of resource center materials, support group surveys, and a brief report by the GED test coordinator.) (KC)

ED 333 211   CE 058 282

Schwein, Connie
Young Adult Reading Project. Pre-Vocational Skills, 16-21 Year-Olds.
Operation Read, Inc., Lexington, KY.
SPONS. AGENCY - Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE - 30 Jun 88
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adolescents; Adult Basic Education; *Adult Reading Programs; Individualized Instruction; *Job Skills; *Mathematics

Information was obtained through case studies of the two industries and of several companies in each industry. Qualitative research methods such as site visits, interviews, work observation, and document analysis were used to gather data for the case studies. Some of the key implications that were identified were the following: (1) TAFE colleges need to adapt more quickly and realistically by providing both site-specific and off-the-job training in subject areas identified by companies as being their most pressing needs; (2) TAFE training needs to reflect the impacts of award restructuring upon a company's operating processes; (3) TAFE needs to recognize the internal labor markets being created by award restructuring within companies; (4) greater emphasis needs to be placed on the implications for TAFE of skills, competencies, assessment procedures, and accreditation; (5) TAFE educational institutions should not give priorities to the production of commercially useful knowledge while neglecting the lifelong learning process; and (6) a redirected curriculum focus is needed, integrating vocational education and training systems. (18 references, 16-item annotated bibliography) (KC)

ED 333 229 CE 058 317

Hayton, Geoff; Loveder, Philip
Training for Integrated Manufacturing: Case Studies.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
PUB DATE - 90
NOTE - 96p.; For a related document, see ED 306 430.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Assembly (Manufacturing); Case Studies; *Computer Assisted Manufacturing; Continuing Education; Demonstration Programs; Employment Qualifications; Foreign Countries; Higher Education; Industrial Training; Inplant Programs; *Job Skills; *Job Training; *Manufacturing Industry; Retraining; Technological Advancement
IDENTIFIERS - Australia; *Integrated Manufacturing

This report gives an overview of the primary issues identified through case studies on exemplary training programs for integrated manufacturing. Following an introduction, Chapter 2 outlines the key elements of integrated manufacturing. Chapter 3 describes the context of integrated manufacturing with reference to Australian and worldwide trends: a major structural shift in employment to service industries; newer "high tech" industries; integrated manufacturing; sophistication of world markets; availability of computer technologies; and changes in work organization. Chapters 4 and 5 contain case studies of six manufacturers and seven educational institutions with exemplary training arrangements. Case studies of manufacturers describe the firm's problems before its involvement with integrated manufacturing, how it identified training needs, its competitive strategy, its present condition, training arrangement, and the future. Case studies of educational institutions describe the curricula offered, teaching approach, and links with industry. Chapter 6 outlines work force skills required for integrated manufacturing, including cross-disciplinary, cognitive, and communication skills. Chapter 7 discusses the training responses required, such as more intensive initial training, continuing education, new course content, joint ventures with industry, and good range of technical equipment. Appendixes include a 151-item bibliography, a glossary, a more detailed description of one educational institution, and examples preliminary steps for tailoring materials. The tailoring process is explored in the fourth section, which is illustrated with a flowchart. Section V presents a step-by-step process for tailoring the Mine Safety and Health Administration (MSHA) Part 48 General Training Material module. It is followed by a section on keeping up to date and a one-page summary. Appendixes include information on constructing a questionnaire and checklists for tailoring materials. (KC)

ED 333 248 CG 023 401

Twale, Darla J.
Preparing the Student Personnel Administrator: Relevance, Research, and Reflection.
PUB DATE - Apr 91
NOTE - 21p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (73rd, Washington, DC, April 3-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Course Descriptions; Graduate Students; *Graduate Study; Higher Education; Relevance (Education); Research and Development; Student Personnel Services; *Student Personnel Workers; *Teaching Methods; Theory Practice Relationship

Addressing the changing needs of new college student clientele and meeting campus demands of the upcoming decades calls for an interactive teaching approach, one that meshes theory and research with practicality and relevance, and addresses environmental press, the student socialization process, and problem-solving through the diverse techniques of field-based exercises, speaker-practitioners, simulation, role play, case study, computer application, personal reflection, critique, and discussion. Therefore, student affairs professionals need a conceptual framework; a theoretical base; an historical perspective; a knowledge of the jargon; and skill in technology, needs assessment, group dynamics, and program evaluation. Students can interact with proper role models, observe undergraduate behavior in its natural setting, and hone skills needed to fulfill professional roles. This paper chronicles the events and exercises of an interactive masters and doctoral level student personnel administration course that attempts to mesh theory, research, and practicality. Various sections of the paper examine course goals, course objectives, the course content, and observations about the course. (33 references) (Author/NB)

ED 333 249 CG 023 402

Jones, Joan Wickham
Suicidality among College and University Students: Contributing Factors and Preventive Response.
PUB DATE - May 91
NOTE - 64p.; Psy.D. research paper, Biola University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Undetermined (040), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Cognitive Processes; College Programs; *College Students; Depression (Psychology); Helplessness; Higher Education; *Interpersonal Relationship; Loneliness; *Prevention; *Stress Variables; *Suicide
IDENTIFIERS - Emotions; *Hopelessness

court data. The multiple regression analysis showed that deviant peer association and antisocial behavior along with anxiety, assessed at grade four, and pubertal maturation assessed at grade 6, were significant predictors of initiation of sexual intercourse by grade nine. The results revealed that characteristics of the boy at grade four were more powerfully predictive of initiation of sexual intercourse by grade nine than were the family management constructs of supervision and discipline. The process was hypothesized to progress from poor family management to antisocial child behavior, involvement with a deviant peer group, and early sexual intercourse. (NB)

ED 333 269 CG 023 423

Siehl, Peterann M.; Studer, Jeannine
Mass Screening: An Aid to Competency Based Program Development.
PUB DATE - Apr 91
NOTE - 18p.; Paper presented at the Annual Meeting of the American Association of Suicidology (24th, Boston, MA, April 17-21, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adolescents; At Risk Persons; *Clinical Diagnosis; Grade 9; Group Counseling; *High School Freshmen; High Schools; *Screening Tests; *Suicide

Adolescent suicide is the second leading cause of death in the adolescent population and is on the rise. This study used a mass screening concept as a pre-test identifier of at risk clients for suicide ideation and depressions; development of a competency-based prevention group treatment program, and the post-testing of the identified at-risk population to empirically evaluate the group treatment program for its effectiveness in reducing suicidal ideation and depressive symptomatology. Subjects (N=109) were ninth grade students who completed the Suicide Ideation Questionnaire (SIQ) and the Reynold's Adolescent Depression Survey (RADS). Students who scored on or above the test manual cutoff scores were identified as "at risk-needing treatment." The identified students (N=21) were offered an 8-week group treatment program. Pre- and post-test data were analyzed for frequencies of responses on the inventories and for gender differences. Treatment (N=11) and non-treatment (N=10) group differences were analyzed. A significant difference was found between pre- and post-test RADS scores of the total population, while a trend toward significance was found in the SIQ total population sample. In spite of the small sample size, graphic representations of pre- and post-test means support the hypothesis that the treatment group would improve at a higher degree than the non-treatment group. It was concluded that the mass screening is one tool useful for early identification of at-risk youth. (Author/NB)

ED 333 270 CG 023 424

Adams, Nancy; And Others
The Effects of Divorce on Achievement, Behavior, and Attendance of Seventh Grade Students.
PUB DATE - 89
NOTE - 26p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Academic Achievement; *Attendance; *Divorce; Family Structure; *Grade 7; Junior High Schools; *Junior High School

NOTE - 327p.; For Volume I see ED 332 119. Volume II had not yet been published when this document was received.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE - Reports - General (140), Reports - Research/Technical (143)
DESCRIPTORS - *Adolescents; *Delivery Systems; *Health Needs; *Health Services; Secondary Education
IDENTIFIERS - School Based Health Clinics

This document, the third of three volumes in the U.S. Congress Office of Technology Assessment's "Adolescent Health" series, contains chapters 15 through 19, which address issues in the delivery of health and related services to adolescents. Chapter 15 reviews research on the shortcomings of the mainstream primary health care system with respect to adolescents, including the scarcity of specially trained providers. It discusses recent innovations to improve the service delivery to adolescents. Chapter 16 addresses issues in financial access to health services, noting that one out of seven adolescents are without any health insurance. Chapter 17 examines requirements for parental consent or notification. It summarizes the law on how the authority for adolescent health care decisionmaking is allocated, common law rule, exceptions to the common law rule, positions of health care provider organizations on adolescent health care decisionmaking, and the research literature on adolescents making health care decisions on their own. Chapter 18 addresses the health issues and barriers to effective and appropriate health services that are faced by selected groups of adolescents (those living in poverty, members of racial or ethnic minorities, and residents of rural areas) and reviews knowledge on interventions to increase access to health services among these adolescents. Chapter 19 provides an overview of the federal role in adolescent health. (NB)

ED 333 291   CG 023 446

Mickler, Susan E.
Perceptions of Vulnerability: Impact on AIDS-Preventive Behavior among College Adolescents.
PUB DATE - Apr 91
NOTE - 25p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (62nd, New York, NY, April 11-14, 1991). This research was supported in part by a grant from the New Jersey Psychological Trust and the New Jersey Psychological Association.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; *Adolescents; College Students; *Expectation; Higher Education; *Prevention; *Risk; Sexuality; *Student Behavior
IDENTIFIERS - *Vulnerability

Although college students are generally knowledgeable about Acquired Immune Deficiency Syndrome (AIDS) and how it is transmitted, many heterosexual college students fail to engage in AIDS-preventive behavior. This study examined heterosexual college students' perceptions of their own and other peoples' vulnerability to AIDS and explored the relationship between perceived vulnerability and AIDS-preventive behavior. Instruments assessing perceived vulnerability, high-risk and AIDS-preventive behavior, and AIDS knowledge were completed by 80 sexually active heterosexual college students, none of whom reported use of intravenous drugs. The results revealed that the students estimated their own risk of contracting AIDS to be significantly lower than the risk for all and non-competitive grants. Actions to enhance the sex equity initiative include reiterating activities which provide awareness of the limiting effects of sex-role stereotyping, continuing to focus on encouraging students to enter nontraditional occupations, and developing strategies for targeting occupational programs having more than 90% enrollment of any one gender. (Data tables are provided.) (BHK)

ED 333 311 CG 023 467

Hackett, Bessie, Comp.
Correctional Education: A Way To Stay Out. Commendations and Recommendations for Illinois with Support Statements and Success Stories.
Illinois State Council on Vocational Education, Springfield.
PUB DATE - 90
NOTE - 61p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *Correctional Education; *Correctional Rehabilitation; Crime; Crime Prevention; *Criminals; Prisoners; Program Effectiveness; *Recidivism; Vocational Education
IDENTIFIERS - Illinois

This document addresses correctional education, its effect on recidivism, and the cost of crime in the state of Illinois. COmmendations about current efforts, as well as recommendations for fiscal year 1991 are listed. Commendations are made: (1) for the work of the task force on released inmates; (2) to the competent and committed correctional education personnel throughout the state; and (3) for the continued improvements on computerized offender tracking system. Recommendations are made to: develop and evaluate a comprehensive 5-year plan for statewide correctional education; conduct external evaluations every 5 years; continue industrial training development and implement a plan in each institution; institute a reward system for educational achievement; require each student to prepare an individualized career plan; expand the computerized offender tracking system; establish a state council to assist in the coordination of services; continue to pursue sources of federal funding; stress application of basic skills; review programs for females; consider extending the school day; require minimum-security-classified inmates to be functional at the sixth grade reading level; look at moving inmates on the basis of programmatic needs; consider requiring all inmates at minimum-security institutions to enroll in a work-study program; continue to encourage and support the agencies that assist criminals in becoming productive citizens; and to require education agencies to address the delivery services to offenders in the community. (Supporting statements for these recommendations and inmates' success stories are included.) (BHK)

ED 333 312 CG 023 468

Abedin, Saleha M.
The Moral and Ethical Orientations of Islam and Other Revealed Religions: A Comparative Perspective.
PUB DATE - 12 Aug 90
NOTE - 16p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...'

when taken too far. There are some standards that must be followed, they seem to say, some basic ideas that are irrefutable. "Ways of Reading" is unique in its perspective. It privileges reading over writing and students over teachers. (Three notes are included.) (RS)

ED 333 332 CS 010 583

Jacobs, Suzanne E.
Putting Children's Questions First: The Use of Reflection.
PUB DATE - Apr 91
NOTE - 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Class Activities; Grade 5; Intermediate Grades; *Questioning Techniques; Reading Instruction; *Small Group Instruction; Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS - Scaffolding

A 28-year veteran elementary school teacher helps her students ask "real" questions (questions in which the students have a personal stake or "ownership") by forming small groups of students and then letting them ask each other their own questions. Many times "good" questions are seen as the property of the teacher or the textbook. Real questions (often charged with personal energy) retain for the students a sense of ownership. Maintaining the spark while widening the scope of the question can sometimes change a real question into a good question that is still real, still infused with ownership. Both good and real questions are scaffolded through the use of reading response logs and Book Groups in which students write a book review and then field questions from their classmates. In this manner, students are given several opportunities to reflect on work they have completed and then ask questions and make comments about their work with one another. (RS)

ED 333 333 CS 010 584

Grace, Marsha
A Survey of the Instructional Reading Practices of New Teachers in Three States.
PUB DATE - 7 May 91
NOTE - 11p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Administrator Attitudes; Elementary Education; Higher Education; *Inservice Teacher Education; *Reading Instruction; Surveys; *Teacher Attitudes
IDENTIFIERS - Colorado; New Mexico; New Teachers; Teacher Surveys; Texas

A study investigated the ranking by first-year teachers of how much support instructional practices in reading received by universities, administrators, colleagues, and parents. Subjects, 110 new teachers in Texas, Colorado, and New Mexico, completed the survey. Results indicated that administrators, colleagues, and parents encourage use of basal readers, workbooks, and writing handbook discusses reading readiness, word recognition, word analysis, word meaning, comprehension, and content area reading. After discussion of each aspect of reading, the handbook provides activities designed for that aspect. The second section of the handbook includes one-page biographies of Roach Van Allen, Emmett Betts, Jeanne Chall, Theodore Clymer, Roger Farr, Arthur Heilman, Bill Martin, Mary Constance McCullough, John Money, Francis Robinson, Nila Banton Smith, James Trelease, and Evelyn Wood. Appendixes offer a reading teacher evaluation form, a list of reading materials for multicultural children, a list of professional journals and books, a list of reading supplementary materials, general and diagnostic reading tests, suggestions for content area teachers, and the Fry readability graph. (RS)

ED 333 355 CS 010 612

Toomey, Derek
Parents Hearing Reading: Lessons for School Practice from the British and Australasian Research.
PUB DATE - Apr 91
NOTE - 79p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Behavior Modification; Elementary Education; Foreign Countries; Literature Reviews; Parent Participation; *Parent Student Relationship; *Reading Improvement; *Reading Instruction; *Reading Programs; *Reading Research
IDENTIFIERS - *Paired Reading; *Pause Prompt Praise Approach; United Kingdom

Concentrating on hearing reading rather than parents reading to children, this literature review examines research into parents' participation in their children's literacy development with the aim of providing information to assist school practice. The review focuses on attention to British studies involving systematic analysis of carefully gathered evidence, published in refereed journals. The review states two general points: there is good evidence that it is a widespread practice for parents to coach their children in reading by listening to them read during their elementary school education; and that parents may differ considerably in their responsiveness to invitations from school to take part in reading programs. The bulk of the review offers discussion of studies of behavior training, the "Pause, Prompt, Praise" (PPP) approach, Paired Reading, and "Parent Listening" schemes. The numerous conclusions of the review include: (1) behavioral, PPP, and Paired Reading research demonstrates that special purpose, short-term programs of 10 weeks or less with a clear specification of objectives and procedures and careful attention to parent instruction and training can bring about considerable growth in below average readers' reading competence; (2) studies focusing on poor readers are more likely to be successful; and (3) Paired Reading has some obvious advantages over the behavioral and PPP approaches. (Two figures and two tables of data are included; 107 references are attached.) (RS)

ED 333 356 CS 010 613

Ebisutani, Kay; And Others
The Effects of Music on Reading, Oral Language, and Writing Abilities: A Review of Literature.
PUB DATE - 91

General (020)
DESCRIPTORS - *Classroom Observation Techniques; Distance Education; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Feedback; Higher Education; Inservice Teacher Education; Observation; Supervisors; Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement; *Teacher Supervision
IDENTIFIERS - Observation Techniques
Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on observation and feedback is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 379 CS 212 668

Collins, Norma; Smith, Carl, Comp.
Extending the Basal. Learning Package No. 13.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 54p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Basal Reading; Childrens Literature; *Class Activities; Distance Education; Dramatics; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Integrated Curriculum; Language Experience Approach; *Learning Activities; *Parent Participation; *Reading Instruction; *Reading Materials; Reading Material Selection; Reading Skills; Whole Language Approach
IDENTIFIERS - Trade Books
Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on extending the basal is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (MG)

ED 333 380 CS 212 669

Simic, Marge; Smith, Carl, Comp.
The Changing Perspective in Reading Assessment. Learning Package No. 14.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 44p.; For other learning packages in this series, see CS 212 656-705. Some materials in the packey may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Distance Education; Elementary Secondary Education;

656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Cognitive Development; Cooperative Learning; Distance Education; Elementary Secondary Education; *English Instruction; *Grammar; Higher Education; Inservice Teacher Education; *Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS - Process Approach (Writing)

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on the role of grammar and the teaching of writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 406 CS 212 695

Collins, Norma, Comp.; Smith, Carl, Ed.
The Relationship between Reading and Writing. Learning Package No. 40.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 51p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Dialog Journals; Distance Education; Elementary Secondary Education; Higher Education; Holistic Approach; Inservice Teacher Education; Integrated Curriculum; *Reading Instruction; Reading Processes; *Reading Writing Relationship; Teaching Methods; *Writing Instruction; Writing Processes; Writing Strategies
IDENTIFIERS - Author Text Relationship

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on the relationship between reading and writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 407 CS 212 696

Simic, Marge, Comp.; Smith, Carl, Ed.
Children and the Library. Learning Package No. 41.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 44p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works -

Denis, M. Francine
Soup Sandwiches and Box Cars: Using Images To Teach Organization.
PUB DATE - Mar 91
NOTE - 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Freshman Composition; Higher Education; *Imagery; *Metaphors; *Rhetorical Invention; Symbols (Literary); *Writing Improvement; Writing Processes; Writing Skills; *Writing Strategies
IDENTIFIERS - *Metaphorical Thought; Writing Development

Students' writing can benefit not only from pedagogical strategies but also from imagistic thinking. Writing instructors should use images and metaphors to help students heighten their perception of themselves as organizers, to assist them in getting from one place to another within their material, and to offer analogies for the shape of the texts which emerge. In addition, it is important to encourage students to freely cut and paste ideas, to restructure sentences rather than to stay bound to an original thought or form. Instructors should give students a guided, hands-on tour of the rhetorical kitchen, demonstrating the value of some standard forms, and allowing time for practice with them. If students are taught that they are already strategists in everyday life, they can learn to create their own analogies for catching readers' attention, for linking ideas, for reaching rhetorical destinations. (Sixteen references are attached.) (PRA)

ED 333 430 CS 212 871

Luckett, Sharon
Informal Freshman Writing of Orally-Based Literature and Its Relationship to Formal Writing.
PUB DATE - Mar 91
NOTE - 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Creative Writing; *Folk Culture; *Freshman Composition; Higher Education; *Journal Writing; Oral History; Student Journals; *Writing Assignments; *Writing Strategies
IDENTIFIERS - Oral Literature; *Oral Tradition

Effective writing is nearly impossible without engagement with the material. The informal journal may be the only place in the composition class which clearly respects and encourages students' individuality, and which cannot be accused of trying to force them into an academic straitjacket of a sometimes loose, sometimes tight, fit. At the same time, the opportunity exists to make the journal more than a psychological tool. If the journal can be used, in part, to "sneak in" disciplined composition pedagogy through creative assignments, with an emphasis especially on the special offerings the oral literary tradition provides, engaged, aware students who remember that they have an audience may be the result. Use of myths from the Native American tradition, for example, can serve as prompts for pedagogical purposes. (Handouts containing an abstract, an overview of the article, sample assignments, student responses, and readings are attached.) (PRA)

Placement; Writing Achievement; *Writing Evaluation; Writing Teachers; *Writing Tests
IDENTIFIERS - Missouri Western College

In response to a state-wide request in 1986-87 from the governor of Missouri, public institutions of higher education undertook assessment projects related to their students' basic skills. English faculty at Missouri Western State College conducted a composition assessment project in which they used timed holistically scored writing as a means of placing students. Results were overwhelmingly negative. After three years of using the Writing Placement Exam (WPE), however, valuable modifications have been made, including streamlining the administration of the WPE. It has been argued that the greater the consequences of error in assessment, the greater the responsibility of assessors to be humane, fair, and effective. With this in mind, great caution must be exercised when viewing holistically scored timed writing as a curriculum evaluation tool. Timed holistically scored writing shows the greatest promise as a placement instrument. If used wisely, it could produce benefits for faculty, students and education that outweigh the negative aspects. (PRA)

ED 333 450   CS 212 891

Morton, Johnnye L.
Modeling Effective Writing Strategies for Preservice and Inservice Content Area Teachers.
PUB DATE - May 91
NOTE - 6p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Higher Education; Preservice Teacher Education; Student Teachers; *Teacher Effectiveness; Teaching Methods; *Teaching Models; Theory Practice Relationship; Writing Instruction; *Writing Processes; *Writing Strategies; *Writing Workshops
IDENTIFIERS - Authentic Writing; *Models of Teaching Concept; Northeastern State University OK

A study examined whether modeling desired teaching strategies would produce future teachers who could confidently go into a new classroom and set up a writing program. Four weeks of class time in a teacher education class at Northeastern University in Oklahoma were used to teach the writing process through the use of a writer's workshop. Results indicated that students learned not only how to select topics, draft, struggle with revisions, edit and experience the joy of having a finished book, but also how to work with peers and use conferencing techniques. In addition, these students feel comfortable with authentic writing, and are able to use these techniques in their own classrooms. (PRA)

ED 333 451   CS 212 892

Potter, Ellen F.; And Others
Developmental Trends in Middle School Students' Criteria for Evaluating Writing.
PUB DATE - Apr 91
NOTE - 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991). For previous study, see ED 312 658.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

own; and (5) there is little connection among the activities that accompany a given selection, indicating an assumption that students build understanding out of individual details, rather than from some cumulative understanding of an evolving text. Findings suggest that while many of the selections seem capable of promoting worthwhile discussion, the instructional apparatus that surrounds the selection does not. (Twenty-seven tables of data are included; 27 references and a list of the anthology series are appended, as well as lists of the most frequently anthologized poems, short fiction, and overall selections by grade level.) (RS)

ED 333 469   CS 212 918

Langer, Judith A.
Literary Understanding and Literature Instruction. Report Series 2.11.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 63p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Classroom Communication; Classroom Environment; Classroom Research; College School Cooperation; Higher Education; *High School Students; Intermediate Grades; *Literature Appreciation; Middle Schools; Naturalistic Observation; Secondary Education; *Teacher Expectations of Students; Teacher Student Relationship; *Thinking Skills

A naturalistic case study, involving a 2-year collaboration between 14 classroom teachers and eight university researchers studying 250 middle and high school students, examined the types of principles underlying effective literature instruction that emphasizes the development of students' reasoning abilities in the context of their understanding of literature. Case study methodology was used, tracing, across one entire school year, the interactions among the participants (teachers and students), the instructional content (the expectations, activities, artifacts, and attitudes), and the ways in which students reacted to and interpreted classroom activities. Findings indicated a number of characteristics common to classrooms which expected the active thought and participation of each student, including: envisionment-building through discussion and writing; a primary instructional focus on the exploration of possibilities rather than maintaining a point of reference; social contexts which taught students ways to discuss and ways to think about literature; and small group activities in which students could use their new knowledge and strategies on their own. Findings also indicated six principles of instruction that seem to underlie such classrooms: (1) students as active makers of meaning; (2) literature reading as question-generating; (3) student knowledge taps (teachers' questions about content focusing on what the students understood about that content, with no predetermined right answer); (4) class meetings as time to develop understandings; (5) instruction as scaffolding the process of understanding; and (6) transfer of control from teacher to student. (Three tables are included; 76 references and four appendixes are attached.) (SR)

ED 333 470   CS 212 919

Burke, Susan

Role; Student Empowerment

Despite widespread calls for moves toward a student-centered instruction and activity, educators have produced few structural models for teaching that empowers learners. Several teaching approaches have been offered that are said to offer socially generative, student-centered learning. Among these is oral history. Because oral history often seeks to include the voices of groups that do not leave documentary records, its subjects can be seen as disenfranchised. Oral history becomes an empowering context for such groups. When oral history work is used as a learning context, the issues of students as researchers and teachers as co-researchers and project directors come into play. The products of oral history are subject to multiple interpretations. Because the interviewer affects the content of an oral history, the issues involved in conducting research should be included as part of the curriculum in an oral history course. Interviewers must realize that the remembering of oral histories is imperfect and that the researcher's own biases operate heavily. Oral history can empower students, but it can also be a teacher-controlled unit plan. One is critical pedagogy, the other is not. Teachers and researchers must keep such issues in mind when reflecting upon oral history. (Twenty-five references are attached.) (SG)

ED 333 493 CS 507 472

Bennin, Hope E.; Lewandowski, Eileen M.
Team Teaching Interpersonal Communication.
PUB DATE - Apr 91
NOTE - 13p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Tampa, FL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Community Colleges; Curriculum Development; Higher Education; *Instructional Effectiveness; *Interpersonal Communication; Interpersonal Competence; *Student Attitudes; Student Experience; *Student Motivation; Teaching Methods; *Team Teaching; Two Year Colleges
IDENTIFIERS - Prestonsburg Community College KY; Teacher Researchers

A study at Prestonsburg Community College (Kentucky) hypothesized that team teaching interpersonal communication could enhance learning for both students and instructors, by providing students with additional expertise and individual contact, and by giving instructors the opportunity to compare teaching methods and alternative exercises. Results indicated that team teaching had a positive effect on the students': (1) examination scores; (2) interpersonal communication skills; (3) motivation; and (4) attitudes toward team teaching in general. Results also demonstrated, however, that some students felt threatened by having two instructors, and were uncertain about their grades due to occasional conflicting feedback on assignments and exams. (The original grant proposal and the final report are attached.) (PRA)

ED 333 494 CS 507 473

Sylvie, George; Danielson, Wayne
Editors and Hardware: Three Case Studies in Technology and Newspaper Management.
SPONS. AGENCY - Gannett Foundation, Rochester, NY.
PUB DATE - May 89
NOTE - 116p.
LANGUAGE - English

to the Traditional Concept of Television News: A Case Study of the 1988 Campaign" (Manny Paraschos); "The Evils Congress Has a Right To Prevent?: The Million Principle and the Espionage Act Cases" (Elizabeth B. Hindman); "Public Opinion: An Influence in Supreme Court Libel Decisions?" (Linda M. Perry); "The Prison Access Cases: Journalism, the Public Sphere, and the Right to Know" (David S. Allen); "Legal Issues in Electronic Alteration of News Photography" (Michael D. Sherer); "Recognizing the Economic Functions of the Television Censors" (John Weispfenning); and "Coverage of Black Americans by the 'New York Times,' 1981-1989" (Carolyn Martindale). (SR)

ED 333 514 CS 507 496

Philbin, Margaret M.; Solanch, Larry S.
School-Based Children's Drama Outreach: A Case Study.
PUB DATE - 91
NOTE - 68p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; *Class Activities; Classroom Research; *Drama; Dramatic Play; Elementary Education; *Outreach Programs; *Program Effectiveness; Research Problems
IDENTIFIERS - *Drama in Education; New York (Saint Lawrence County); Research Suggestions; Theater Research

A study addressed the general issue of whether or not a touring college drama production would somehow stimulate greater interest, on the part of elementary teachers and students, in the use of drama as a classroom learning medium. Specifically addressed were whether (1) educational gains would be realized; (2) data would show measurable gains in classroom learning; and (3) formal "a priori" hypotheses could be tested in any subsequent investigations of drama outreach programs in school-based settings. Second, third, fourth, fifth, and sixth grade students from three rural St. Lawrence County, New York schools participated in pre- and post-production visits which focused on interactive work and addressed themes associated with the play itself. Case studies of the classroom visitations consisted of the general framework of, as well as any interactions observed during, the visits. These records were used for subsequent reflection and formed the basis of future decisions regarding the goals of touring company outreach as well as future efforts involving action research and encouragement of the use of drama as a classroom learning medium. Results indicated that the anecdotal data was insufficient and inconclusive, and a more empirical approach was needed. Teachers' and students' favorable responses to the classroom visitations indicated, however, that the effort and expense entailed in the design and implementation of an educational drama outreach program in actual classroom settings appeared justified. (Twenty tables of data and two appendixes are attached.) (PRA)

ED 333 515 CS 507 497

Scott, David K.
Punitive Speech: Establishing a Utilitarian Standard.
PUB DATE - Nov 90
NOTE - 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (76th, Chicago, IL, November 1-4, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140), Speeches, Conference Papers, 'Papers Presented at...' (150)

reform is grounded in three perspectives: economic, sociopolitical, and moral. The instructionally effective school model is driven by the central shared belief that all children can learn. Around this belief (mission), as a chart illustrates, are four domains of knowledge: (1) the design, implementation, and evaluation of the curriculum; (2) instructional strategies; (3) effective schools research; and (4) theories of change. Surrounding the knowledge domains are the processes empowering educators to transform goals and beliefs into reality, including collaborative decision-making models, effective interpersonal communication skills, problem-solving strategies, conflict management strategies, and caring for each other as adults. The interrelationships of these components, as well as barriers to collaborative processes in schools, are discussed in detail. (37 references) (MLH)

ED 333 534 EA 022 985

Maehr, Martin L.; Midgley, Carol
Restructuring the School Environment To Enhance Student Motivation and Learning. Draft.
National Center for School Leadership, Urbana, IL.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Academic Achievement; *Change Strategies; Educational Cooperation; Educational Environment; Elementary Secondary Education; *Institutional Cooperation; Learning Experience; *Organizational Change; Organizational Objectives; *School Restructuring; *Student Motivation
IDENTIFIERS - *Michigan

Changing the school environment to enhance student motivation and achievement is described in this paper, which focuses on broad structural change within the school. Current motivation theory is applied at the school level for lasting school reform. A collaborative project among university researchers, school leaders, and school staff in one elementary and one middle school in a school district with a large at-risk student population is described. The objective was to emphasize task over performance in each school, which involved a qualitative change in the nature of the learning environment. Although school staffs' impatience for immediate action and results created tension between researchers and site staff, project outcomes suggest the feasibility of using a model based on a goal theory framework for organizational change. Crucial factors to increase student motivation include organizational change at the school level and leadership development. Two tables are included. (27 references) (LMI)

ED 333 535 EA 022 986

Kennedy, Kerry J.
The Policy Context of International Curriculum Reform Efforts in the 1980s.
PUB DATE - Apr 91
NOTE - 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

ED 333 554 EA 023 055

Rutherford, Bill
School-Based Management and School Improvement: How It Happened in Three School Districts.
PUB DATE - Apr 91
NOTE - 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Collegiality; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; *Institutional Cooperation; *Participative Decision Making; *School Based Management; School Districts; Teacher Administrator Relationship
IDENTIFIERS - *Texas

Results of a study of the efforts of three Texas school districts to develop school-based management are reported in this paper, which discusses project development and progress in implementation. Fifteen schools--2 senior high, 6 junior high/middle schools and 7 elementary schools--from three districts--one predominatly Hispanic, one suburban, and one Black/Anglo--participated in the project. The overall project sought to develop collaborative decision making as a means for achieving school improvement. At the end of the first year, a questionnaire was administered to participants and onsite interviews were conducted with administrators and teachers active in program leadership. A climate survey was administered in two districts, and interviews were conducted in one district at the end of the program's second year. No school fully implemented school-based management as originally envisioned, but most made progress toward that end. Collaborative efforts between and among faculty members within a school developed more rapidly than did faculty/campus administrator and school/district collaboration. Obstacles included vague expectations and definitions of school-based management and teachers' time constraints. The full impact of the program on school improvement was difficult to determine due to interaction with other secondary innovations. A conclusion is that collaborative decision making and school-based management are not accomplished quickly or easily. (3 references) (LMI)

ED 333 555 EA 023 056

Pancrazio, Sally Bulkley
Building an Accountability System in Illinois.
PUB DATE - Apr 91
NOTE - 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Accountability; *Educational Assessment; Educational Legislation; *Educational Policy; Elementary Secondary Education; *Policy Formation; *Politics of Education; School Effectiveness; *State Legislation; Summative Evaluation
IDENTIFIERS - *Illinois

A historical overview of political events in Illinois that led to the establishment and implementation of a performance accountability system, school report cards, is presented in this report. The discussion shows that although statewide events influenced policymakers, local conditions and ethos also affected the result. The educational establishment opposed the initiative, quality management with those on the organization of school systems offers a powerful approach for the assurance of educational quality. Two tables are included. Appendices contain information on performance indicator domains, examples of performance indicator statements, and assessments of schools' teaching and learning and management and organization practices. (5 references) (LMI)

ED 333 576   EA 023 088

Min, Kellet I.
Accountability in Hawaii.
PUB DATE - Apr 91
NOTE - 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Accountability; *Educational Change; Elementary Secondary Education; Parent Participation; *School Based Management; School Business Relationship; *State Action; *Student Evaluation
IDENTIFIERS - *Hawaii; *Indicators

After describing recent school reforms in Hawaii, this paper discusses the state's efforts to ensure greater accountability and to deal with two issues: student evaluation and the measurement of indicators used in state-by-state comparisons. During the past few years, Hawaii has been involved in many reform initiatives, including implementating school/community-based management, establishing parent-community networking centers, expanding business-school partnerships, instituting afterschool instruction, and other reforms. Hawaii's accountability system has three components: (1) the "School Status and Improvement Report" and the superintendent's summary, concerned with context, process, and school outcome indicators; (2) "Evaluation Guidance for Schools Participating in School/Community-Based Management," an analytic model stressing intermediate and long-term school improvement effects; and (3) the "Educational Assessment and Accountability; Implementation Plan (1990-1994)," a document providing useful data and analyses for policy-makers. Regarding student assessment, disagreement stems from the different emphases given to testing's multiple objectives. Using alternative measures leads to summarization problems, and establishing priorities often leads to contentions and solutions that are worse than the problems. Measuring indicators is also problematic; performance indicators seem to be a bunch of numbers looking for an argument, whether involving graduation rates or "migration" factors. Information for obtaining Hawaii's school accountability documents is provided. (MLH)

ED 333 577   EA 023 090

Greyvenstein, Lesley A.; van der Westhuizen, Philip C.
The Untapped Human Resource: An Holistic Approach to Women in Educational Administration.
PUB DATE - Apr 91
NOTE - 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Administrator Education; Comparative Analysis;

PUB DATE - 6 Sep 90
NOTE - 93p.; Serial No. 144. Some print may not reproduce adequately in paper copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Elementary Secondary Education; *Federal Legislation; Hearings; *School Security; *Violence
IDENTIFIERS - Congress 101st; *Firearms; Proposed Legislation

This document presents federal legislation (H.R. 3757) outlawing possession and use of firearms on school premises. Testimony for the "Gun-free School Zones Act of 1990" is offered in the form of discussion and prepared statements by panel members Edward P. Kovacic, Chief of Police, Cleveland, Ohio; Barbara Lautman, Director of the Center to Prevent Handgun Violence (Washington, D.C.); Joel Packer, Legislative Specialist with the National Education Association and National PTA; and Mark D. Widome, Associate Professor of Pediatrics at Pennsylvania State University College of Medicine. Based on the panel's evidence concerning gun violence on school campuses across the U.S. and the traumatic effects on schoolchildren, discussion was weighted overwhelmingly in favor of the proposed legislation, with few suggested modifications. Appendices contain a statement from the National PTA, a "Time" magazine article entitled "Shootouts in the Schools," a statement from the National Rifle Association Institute for Legislative Action, and the Center to Prevent Handgun Violence's 1990 report on gun violence in American schools. (MLH)

ED 333 598   EA 023 173

Fiscal Guidelines for Federal and State Aided Grants.
New York State Education Dept., Albany. Bureau of Federally Aided Programs.
PUB DATE - Mar 91
NOTE - 45p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Educational Economics; *Educational Finance; Elementary Secondary Education; Federal Aid; *Financial Audits; Financial Support; *Grants; *Grantsmanship; Program Costs; Program Proposals; State Aid; *State Federal Aid
IDENTIFIERS - *New York

Focusing on New York, this document begins by providing information on the funding cycles and application processes for federal and state grant programs as well as special legislative projects. Five forms with accompanying information on the form's purpose, submittal time, and special instructions are included: (1) Proposed Budget for the Operation of a Federal or State Project (FS-10); (2) Request for Funds for a Federal or State Project (FS-25); (3) Request for Out-of-State Travel Approval for a Federal or State Project (FS-60); (4) Proposed Amendment for a Federal or State Project (FS-10-A); and (5) Final Project Expenditure Report (FS-10-F). Audit guidelines are presented with respect to general criteria, specific costs, and audit procedures. Appended are forms for requesting audit information and for audit verification. (CLA) capacity. Placement decisions should consider such factors as level of adaptive behavior, social maturity, ambulation or mobility, amount and type of language input received in the home environment, and success in past and present placements. Operationalizing bilingual special education requires the creation of an instructional social system that involves active teaching of cognitive skills and includes the development of language skills while focusing on the acquisition of English. The digest lists nine basic elements of an individualized education program for exceptional bilingual students, nine steps in developing a comprehensive curriculum, 10 considerations in selecting materials for bilingual exceptional children, and 11 guidelines for adapting instructional materials. (Nine references) (JDD)

ED 333 619 EC 300 370

Communicating with Culturally Diverse Parents of Exceptional Children. ERIC Digest #E497.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 91
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Cultural Awareness; *Cultural Differences; *Disabilities; Elementary Secondary Education; Interpersonal Communication; Language Handicaps; Limited English Speaking; Parent Participation; Parent Teacher Cooperation; Teacher Role
IDENTIFIERS - ERIC Digests

Teachers and other professionals providing education-related services to exceptional children from different cultural backgrounds need to be aware of unique perspectives or communication styles common to those cultures, and need to be sensitive to the different values, experiences, and beliefs about special education that may be held by members of various cultural and ethnic groups. Educators are encouraged to: (1) use language parents can understand; (2) use sensitivity in sharing space, touching, eye contact, and time ordering of interactions; (3) provide parents with information; (4) support parents as they learn how to participate in the system; and (5) encourage parental participation with their school-aged children. (Nine references) (JDD)

ED 333 620 EC 300 371

Gollnick, Donna M.; Chinn, Philip C.
Multicultural Education for Exceptional Children. ERIC Digest #E498.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 91
NOTE - 3p.; Based on "Multicultural Education in a Pluralistic Society," Third Edition, by Donna M. Gollnick and Philip C. Chinn.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Cognitive Style; Cultural Awareness; Cultural Differences; *Disabilities; Elementary Secondary Education;

Drier, Harry N.
Career Transitions. Taking Advantage of Your U.S. Air Force Military Experience To Become the Employer's Choice. Helpful Hints That Result in Employment Advantage.
Chronicle Guidance Publications Inc., Moravia, NY.
PUB DATE - 91
NOTE - 36p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - Adult Education; *Career Change; Career Education; *Career Planning; Employment Interviews; Employment Opportunities; Entrepreneurship; Federal Aid; *Job Search Methods; Midlife Transitions; Military Personnel; Retraining; Self Evaluation (Individuals); Student Financial Aid; Training Allowances; *Veterans; Vocational Evaluation
IDENTIFIERS - Air Force

This booklet outlines some points about a veteran's unique marketability, advantages acquired by working for the military, benefits earned, and some ideas for packaging a veteran's credentials. It lists worker characteristics with which employers are most impressed. Career planning steps are outlined, complete career examination is recommended, and the basic examinations that should be requested are described. Suggestions are made for the information that an interviewee should make available to prospective employers. A suggested approach to the job interview is also described. Individual sections consider demand occupations; owning one's own business; selecting the best offer; negotiating; foreign opportunities; selecting retraining options; and scholarships, loans, benefits, and entitlements. A list of national offices for resources and assistance provides names, addresses, and telephone numbers. A veterans' benefits timetable presents time limits, benefits, and where to apply. A list of military organizations that might be of assistance identifies the city in which the headquarters is located. An attachment lists eight recommended resources to develop employment transition skills. (YLB)

ED 333 115 CE 057 979

A National Development Agenda. Creating a National Strategy for Education, Training and People Development.
Institute of Personnel Management, London (England).
PUB DATE - Oct 90
NOTE - 13p.; Prepared by the National Committee for Training and Development.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Adult Education; Agenda Setting; Foreign Countries; Individual Development; *Job Training; *Labor Force Development; *Policy Formation; *Public Policy
IDENTIFIERS - *United Kingdom

The United Kingdom needs a coherent strategy to develop the competence of its people, to enable individuals to cope with the complex world, and to help them make a personal contribution to society. Collaborators in the strategy are representatives from government, trade unions, the labor force, education, personnel and training, and local interests. Six fundamental principles exist for training and development: (1) promotion of continuous development; (2) integration of learning needs; (3) sharing the cost of learning; (4) creating strategic plans; (5) respecting the national and local strategy dimensions; and (6) making a

Grant. Cooperative Demonstration Program (High Technology). Final Performance Report.
Building Industry Association of Spokane, Inc., WA.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - 21 Jan 91
NOTE - 38p.; Photographs and reprints will copy poorly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Education; *Apprenticeships; *Building Trades; *Construction (Process); Construction Industry; Economically Disadvantaged; Females; Flooring; Hand Tools; Institutionalized Persons; *Job Placement; Minority Groups; Nontraditional Occupations; *On the Job Training; Roofing; *Student Placement; Student Recruitment; Veterans; Work Experience
IDENTIFIERS - *Washington (Spokane)

A Spokane, Washington, program was designed to offer training and employment opportunities within the residential and commercial construction industries to females, minorities, incarcerated persons, veterans, and economically disadvantaged men and women. A total of 21 classes with a total of 3,116 training hours were offered to 277 participants. Preapprenticeship participants were recruited through news media, employment security agencies, multiple disadvantaged agencies, and trade organization newsletters and then interviewed. Preapprenticeship training covered safety and orientation; math; power tools; hand tools; layout and blueprint reading; floor, wall, and roof framing; and completion of a structure from the ground up. Numerous community-based projects were completed. Upon completion of the preapprenticeship training, trainees were tested on subject materials and acquired skills and placed with employers for a 4-year apprenticeship program. When completed, the 8,000-hour on-the-job program would qualify the apprentice for journeyworker status. Employers were encouraged to make site visits, communicate with trainees, and observe performance. (Attachments include application information and forms; correspondence; recruitment advertising; and media articles.) (YLB)

ED 333 135 CE 058 088

Hospitality Industry Technology Training (HITT). Final Performance Report, April 1, 1989-December 31, 1990.
Mount Hood Community Coll., Gresham, Oreg.
SPONS. AGENCY - Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE - Jan 91
NOTE - 34p.; Contains an evaluation report prepared by the Northwest Regional Education Laboratory.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Administrator Attitudes; Articulation (Education); Attitude Change; Community Colleges; Computer Oriented Programs; *Curriculum Development; Entry Workers; *Hospitality Occupations; Job Skills; Lifelong Learning; Program Design; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; School Business Relationship; Secondary Education; Student Attitudes; Teacher Attitudes; *Technology; *Tourism; Two Year Colleges; Vocational Education

This final performance report includes a third-party evaluation and a replication guide. The first section describes a project to develop and implement an articulated curriculum for grades 8-14 to

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Developed Nations; *Developing Nations; *Educational Finance; Educational Planning; *Educational Trends; Fellowships; Financial Policy; *Financial Support; *Foreign Countries; Futures (of Society); Postsecondary Education; School Taxes; Secondary Education; Tax Allocation; *Vocational Education
IDENTIFIERS - *Latin America

This paper presents an overview of the financing of vocational training in Latin America. The paper is organized in six sections. The first section discusses diversification of vocational education funding as a response to crisis, as well as to a more favorable climate within businesses. In the second section, factors of change in funding of vocational training are examined, including restructuring economies, the decline of the welfare state, and the new financial and public spending policies. Section 3 outlines the sources of funding for vocational training: tax rebates, grants and fellowships, subsidies, payroll taxes, withholding of production, contributions from the national treasury, sales of training services, sales of nontraining services, and co-financing agreements. In the fourth section, challenges and prospects for the future are suggested. These include the financial and institutional adaptation of vocational training institutes, financial scenarios for vocational training, and proposed agendas for finances and institutions. Financial management of vocational training institutes is examined in the fifth section, and the final section focuses on trends in financing (flexibility, efficiency, and equity). The report includes a glossary of acronyms, two tables, and two graphs. (KC)

ED 333 154 CE 058 147

Kazis, Richard; Roche, Barbara
New U.S. Initiatives for the Transition from School to Work. Occasional Paper No. 8.
International Labour Office, Geneva (Switzerland).
PUB DATE - 91
NOTE - 10p.; Edited by the Training Policies Branch of the International Labour Office.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adolescents; *Apprenticeships; *Articulation (Education); Economic Factors; *Education Work Relationship; Foreign Countries; High Schools; Postsecondary Education; Vocational Education; Young Adults; *Youth Programs
IDENTIFIERS - *Tech Prep

Two innovations have developed in response to economic and educational concerns--the demand for workers who will be able to contribute productively in the workplaces of the coming decade and the pedagogical movement toward a closer integration of clasroom and work-based learning. One such innovation, called Tech Prep, has been incorporated into the 1990 Carl Perkins Act. This initiative, promoted by the U.S. Department of Education, links the last 2 years of high school with the first 2 years of postsecondary learning in a sequence that is coordinated with and leads to either an associate degree or certification of occupational skills in a specific career area. The second innovative program, called youth apprenticeship or work-based learning, was influenced by European apprenticeship systems. Youth

ED 333 174 CE 058 187

Gaullier, Xavier; Thomas, Charles
Modernization and Age Management in France: French Older Workers and Employment.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE - 91
NOTE - 51p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Education; Age Discrimination; *Aging (Individuals); *Early Retirement; Employment Practices; Equal Opportunities (Jobs); Foreign Countries; Job Applicants; Job Application; Job Placement; Labor Force; Labor Needs; Middle Aged Adults; Personnel Management; *Personnel Policy; Policy Formation; *Public Policy; *Reduction in Force; Reentry Workers; Retraining; Unemployment; Work Life Expectancy
IDENTIFIERS - *France; *Older Workers

In the new context of economic recovery, employment creation, new technologies, and labor shortages in some sectors, France cannot sustain a systematic policy of rejecting aging workers. This policy has led gradually to the recognition that early retirement was merely an easy way out of the problem that has many substantially adverse effects on the economic, political, and social spheres. A new consensus on age management has three aspects: older workers in the workplace, older workers' layoffs, and reemployment of the older unemployed. In the workplace, stereotypes should be eliminated; enterprises should invest in massive, diversified, and integrated training programs; and forward-looking personnel management should be used. Adjustment initiatives for retirees could be made more attractive, and fewer, more selective, and more rigorously negotiated early retirement agreements are required. The implementation of an appropriate policy for reemployment of older workers implies action in five directions: (1) change in employment practices and behaviors; (2) emphasis on job placement; (3) expansion of sources of employment; (4) targeted, motivating training in an individualized program; and (5) local management based on partnership. A proactive policy must guide the public authorities, enterprises, unions, and workers. (A glossary of French terms is appended.) (YLB)

ED 333 175 CE 058 189

Keyboarding/Typewriting & Advanced Typewriting/Wordprocessing. Course Guide.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE - 91
NOTE - 112p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Behavioral Objectives; Business Skills; Classroom Techniques; *Competence; *Competency Based Education; Course Content; Course Descriptions; Equipment; Job Skills; *Keyboarding (Data Entry); *Learning Activities; Microcomputers; Office Machines; Secondary Education; Skill Development; Teaching Methods; *Typewriting; Vocational Education; *Word Processing

This course guide contains 21 competency goals--keyed to competency objectives, student activities, and suggested resources--for secondary keyboarding/typewriting and advanced typewriting/word decorating; and plumbing/pipefitting. The final section covers additional common essential elements. Each course contains an instructional delivery outline that lists the unit and/or topic titles keyed to the essential elements that apply, the instructional materials needed, and the recommended hours for each unit. Lesson plans are provided for each 6-week section. Appendixes include modification techniques for special populations, 45 references, answers to assignment sheets, and pre/posttests and answers. The student materials manual contains corresponding units to the curriculum guide. Each unit consists of a topic, unit objective, specific objective, information sheets, questions to answer, procedures or tasks, and (in some cases) references. (KC)

ED 333 193 CE 058 226

Secondary Vocational Agriculture Inservice Training.
Texas A and M Univ., College Station. Dept. of Agricultural Education.
SPONS. AGENCY - Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE - 1 Aug 88
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Agricultural Education; *Curriculum Development; Enrollment; *Inservice Teacher Education; *Resistance to Change; Secondary Education; *Secondary School Teachers; Teacher Attitudes; Teaching Experience; *Vocational Education
IDENTIFIERS - *Texas

This document briefly describes the objectives, procedures, accomplishments, and findings of a project to provide inservice training for secondary vocational agriculture teachers in Texas. It then details a survey of the 933 teachers attending the resulting State Professional Improvement Conference for Teachers of Agricultural Science. The survey was concerned with the changes in secondary agricultural science from a traditional production agriculture-based, full-year curriculum, to a more science-oriented, semester-based curriculum. Indicating the extent to which they agreed or disagreed, 933 teachers responded to 33 statements suggesting possible effects of curricular changes, Supervised Occupational Experience Programs, enrollment, program administration, teacher inservice needs, and methods used to bring about the changes. The questionnaire consisted of two parts. The first section contained questions pertaining to teacher perceptions of the proposed curricula changes. The second portion was designed to collect data on personal and situational characteristics. A five-point Likert-type scale was employed for measurement purposes. Descriptive statistics, correlational statistics, and discriminant analysis were calculated. The study found that more experienced teachers tended to oppose the new curricula. Also, teachers who were favorable toward changes felt they had input in the process, whereas those who opposed the changes did not. The survey instrument is included in the document. (NLA)

ED 333 194 CE 058 240

Wircenski, Jerry L.
Transition from School to Work for Special Needs Learners. Quarterly Progress Report.
North Texas Univ., Denton.

Skills; *Reading Skills; Self Esteem; *Tutorial Programs; Young Adults
IDENTIFIERS - *Kentucky (Fayette County); Slosson Oral Reading Test

This procedures manual reports on the Young Adult Reading Project, which provides a combination of job preparation, literacy skills, and self-esteem to improve reading, math, and job readiness skills for Lexington, Kentucky residents aged 16-21 who read below the eighth-grade level. Tutors are trained to design lessons based on students' goals. The personal relationship between tutors and students helps participants overcome their fear and dislike of the learning situation. Recruitment is done through Operation Read channels: (1) newspapers; (2) television; (3) radio; (4) word-of-mouth; (5) referral from family and friends; (6) referral from other social agencies; and (7) door-to-door recruitment. Students are screened using a combination of a criterion-referenced test, Slosson Oral Reading Test, and other measures. Students' progress is also assessed using the Slosson posttest. Greater involvement with potential employers will be fostered for future programs. (Six appendices are included: (1) interest inventory; (2) student information sheet; (3) list of instructional materials; (4) student progress record and time sheet; (5) program evaluation and statistics; and (6) Young Adult Reading Project task force.) (NLA)

ED 333 212 CE 058 287

Postsecondary Program Handbook.
Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE - Mar 88
NOTE - 31p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Academic Education; *Curriculum Design; Education Work Relationship; Graduation Requirements; *Job Training; *Postsecondary Education; State Programs; Technical Education; *Vocational Education
IDENTIFIERS - *Kentucky

The Kentucky Department of Education's Postsecondary Design establishes school and program admission requirements with adequate educational opportunities and alternatives for those who do not meet these admission requirements. The design recognizes that all components of the curriculum contribute to the educational program of the institution. Each student is given an opportunity to develop skills in occupational and related areas. The major objectives of the Postsecondary Design are as follows: (1) to offer assessment of academic and occupational skills prior to enrollment or awarding diplomas; (2) to offer occupational preparation programs necessary for successful work; (3) to use representatives of and cooperate with agencies related to the delivery of educational programs; and (4) to provide job development, placement, and follow-up of students. The major components of postsecondary education in Kentucky vocational-technical schools are assessment and admission, school orientation, academic courses, required core courses, optional core courses, student completion activities, and exploration. (The document contains five appendices: (1) minimum standards of admission for long-term adult students in vocational programs; (2) academic courses; (3) exploration component; (4) required support courses; and (5) diploma requirements for postsecondary students. In addition, the Postsecondary Steering Committee members are of integrated manufacturing courses. (YLB)

ED 333 230 CE 058 318

Hall, William; Are, Linda
Improving Effectiveness. Suggestions for TAFE Teachers.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
PUB DATE - 91
NOTE - 104p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Adult Educators; Foreign Countries; Postsecondary Education; School Business Relationship; Self Evaluation (Individuals); Teacher Education; *Teacher Effectiveness; Teacher Evaluation; *Teacher Improvement; Teaching Methods; *Teaching Skills; *Technical Education; *Vocational Education Teachers
IDENTIFIERS - *Australia

This guide suggests approaches that new and experienced Technical and Further Education (TAFE) teachers may find useful in answering questions that may lead to improvement in their teaching effectiveness. In the first part of the guide, such questions are discussed, together with possible strategies for answering them and useful reference texts. Questions were supplied by full-time college teachers, who were asked to identify the indicators of effective teaching. Questions are grouped under five headings: contextual, teaching, administration/management, professional matters, and industry links. A bibliography lists 68 references. Appendixes in the second part of the guide include information on designing and administering questionnaires and a sample self-evaluation questionnaire; different ways of seating groups; a time analysis chart; New South Wales Department of TAFE teacher evaluation forms; an example of an agenda; a list of National Industry Training Committees; a South Australian sample self-appraisal of teaching; and a brochure about the TAFE National Clearinghouse vocational education and training database. (YLB)

ED 333 231 CE 058 319

Thomson, Peter
Competency-Based Training: Some Development and Assessment Issues for Policy Makers.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
PUB DATE - 91
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Competence; *Competency Based Education; Foreign Countries; Holistic Approach; *Job Performance; *Policy Formation; *Standards; Training; *Vocational Evaluation
IDENTIFIERS - TAFE (Australia)

Competent performance is described in terms of the competency to be performed and a set of standards applied to that performance that covers both routine and nonroutine skills. The competency-based approach brings flexibility to a training and education system. It allows the development of a continuum of competence statements from basic to complex. The most important element of a

This paper surveys and evaluates the research since 1975 on college and university student suicidality in the United States. It focuses on factors which contribute to suicidality, preventive responses to suicide and how well the preventive responses address the contributing factors. Contributing factors examined include various feeling states (depression, helplessness, loneliness), stress, religiosity, and family factors. A review of multiple factor studies explores social desirability; family problems and feeling states; roles of cognitive rigidity and life stress; the interaction of helplessness, hopelessness, and interpersonal attachments; and the interactions of cognitive, social, and emotional factors with stress. Depression, hopelessness, helplessness, and loneliness were usually present in combination in the suicidal samples studied, with hopelessness appearing to be the best predictor of more lethal behavior. Preventive responses reviewed include both interpersonal interactions and university-structured programs in formal and informal settings. The generalizability of research findings is discussed and areas of further study are delineated. A need is seen for studies which assess the effects of prevention measures on specific contributing factors as well as on suicidality in general. It is noted that most of the studies reviewed need to be replicated using nationwide samples from a wider variety of institutions in order to increase generalization of results to the national population. (65 references) (NB)

ED 333 250 CG 023 403

Snyder, Rebecca Lynne
Childhood Depression: A Developmental Perspective on Disruption of Functioning.
PUB DATE - May 91
NOTE - 48p.; Psy.D. research paper, Biola University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Undetermined (040), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Academic Achievement; Adolescents; *Child Development; Children; *Depression (Psychology); *Family Relationship; *Interpersonal Competence; *Parent Background; Peer Relationship

This paper reviews research on childhood depression and its relation to developmental processes, family functioning, academic performance, and peer relationships. The methodological strengths and weaknesses of the research are examined. A section on developmental perspectives looks at early childhood, school age children, and adolescence. Support is found for the importance of understanding developmental differences in the expression of childhood depression with respect to diagnosis and intervention. A review of studies conducted since 1980 reveals that, of currently depressed children, depression and psychological dysfunction among the parents are frequent. A review of longitudinal studies suggests that the remission or continuation of parental depression is concurrently and predictively linked to the severity of children's depression. The reviews found correlations between childhood depression and poor academic performance, dysfunctional family relationships, and diminished social competence. It is argued that clinicians working with depressed children should thoroughly examine developmental, family, academic, and social factors to implement maximally effective treatments. (49 references) (NB)

ED 333 251 CG 023 404

Winget, Scott Thomas

Students; Nuclear Family; *Student Behavior

It was hypothesized that the academic achievement, behavior, and school attendance of students affected by parental divorce would be significantly different from the achievement, behavior, and attendance of students from intact families. This study was conducted to determine if seventh grade students from divorced families exhibited more problems with academic achievement and behavior, and if they had higher absence rates than those students from intact families. Subjects included two groups of 30 randomly selected students, from a middle school in North Carolina; one group consisted of children from divorced families and the other group consisted of children from intact families. Family structure was the independent variable; dependent variables were achievement on the California Achievement Test, school attendance as measured by the Student Information Management System, and school behavior as measured by discipline infractions compiled by the teachers. The findings indicated no significant difference in the areas of achievement or attendance. A significant difference was found in the area of behavior. (NB)

ED 333 271 CG 023 425

Buri, John R.; And Others
Toxic Familial Effects of Parental Hostility.
PUB DATE - May 91
NOTE - 24p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (63rd, Chicago, IL, May 2-4, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adolescents; College Students; Fathers; Higher Education; *Hostility; Mothers; *Parent Child Relationship; *Self Esteem; *Sex Differences; *Student Attitudes

In research efforts to account for the variance in parent-child interactions, two variables have been cited repeatedly for their explanatory cogency--nurturance and authority. This study was conducted to examine the relation of parents' Hostility (Ho) scores from the Minnesota Multiphasic Personality Inventory-based Cook and Medley Hostility Scale to older adolescents' phenomenological assessments of their parents' nurturance and authority and the relation of scores to the adolescents' self-esteem. College students (N=85) completed six questionnaires: a global self-esteem scale, a mother's nurturance scale, a father's nurturance scale, a mother's authority questionnaire, a father's authority questionnaire, and a demographic information sheet. Mothers and fathers of the students completed the Hostility Scale. Several inverse relationships were found between Ho scores and adolescent self-esteem and adolescent perception of their parental nurturance and authority. The magnitude of these effects was consistently greater for fathers' Ho than for mothers' Ho, adding support to the hypothesis that the behavioral and emotional consequences of Ho are different for men and women. (NB)

ED 333 272 CG 023 426

Fisher, Gary L.; Harrison, Thomas C.
Assessment of Alcohol and Other Drug Abuse with Referred Adolescents.
PUB DATE - Apr 90
NOTE - 17p.; Paper presented at the Annual Meeting National Association of School Psychologists (22nd, San Francisco, CA, April 17-22, 1990).
LANGUAGE - English

others. Analyses of variance indicated that males, homosexual males and females, and young adults not in college were perceived as more likely to contract AIDS. AIDS knowledge was related to accuracy of risk estimates, but was not predictive of AIDS-preventive behavior. Lack of AIDS-preventive behavior appears related to illusions of invulnerability and the characterization of AIDS as an outgroup problem. The findings suggest implications for AIDS-prevention education programs. (Author/NB)

ED 333 292 CG 023 447

Ladany, Nicholas; Stern, Marilyn
Medical Students' Perceptions and Proposed Treatment Strategies for AIDS Patients.
PUB DATE - Aug 90
NOTE - 25p.; Paper presented at the Annual Convention of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; *Attribution Theory; Bias; *Client Characteristics (Human Services); Higher Education; Homosexuality; Medical Education; *Medical Students; Negative Attitudes; Physician Patient Relationship; *Student Attitudes; Therapy

Research has consistently found that health care providers report having negative attitudes and perceptions toward Acquired Immune Deficiency Syndrome (AIDS) patients. This study was conducted to examine the independent and joint influences of a patient's mode of acquisition of illness (blood transfusion versus sexual promiscuity), patient blame (self-blame versus chance-blame), and patient sexual orientation (homosexual versus heterosexual) on medical students' attitudes toward and willingness to treat AIDS patients. Medical students in either their first year of training (N=74) or their fourth or internship year (N=44) were randomly assigned to read case vignettes which described an AIDS patient. The cases varied as a function of the crossing of the three factors under study. A consistency bias between attribution of blame and mode of disease acquisition was found to strongly influence perceptions. More positive attributions were made when such a consistency was perceived: a sexually promiscuous patient was seen as more sociable when he blamed himself for acquiring his disease than when he blamed chance and a patient who acquired AIDS via a blood transfusion was deemed more psychologically well-adjusted when he blamed chance for the acquisition of his illness rather than himself. Furthermore, the sexual orientation of the patient and general attitudes of AIDS patients influenced the providers' willingness to treat an AIDS patient. (Author/NB)

ED 333 293 CG 023 448

White, Mark B.; And Others
A Comparison of the Kansas Marital Satisfaction Scale and the Locke-Wallace Marital Adjustment Test.
PUB DATE - Nov 90
NOTE - 34p.; Paper presented at the Annual Conference of the National Conference on Family Relations (52nd, Seattle, WA, November 9-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)

(150)
DESCRIPTORS - *Ethics; Foreign Countries; *Religion; *Religious Differences
IDENTIFIERS - *Islam; Muslims

Islam is the dominant religion in some parts of Africa, Asia and Europe, and in all of North Africa and the Middle East. Muslim minority communities are found in almost all countries in the world. In social sciences, religion is defined as a system of ideas and institutions that have emerged in response to man's search for meaning, purpose, and security. However, in Islam, religion is defined as a complete way of life that has been handed down to man by Allah for the guidance and welfare of mankind for all times and for all places. Thus, Islam's definition of religion differs from that in the social sciences and at the same time, it forms the basis of the difference between Islam on the one hand, and Judaism and Christianity on the other. For more than any other revealed religion, Islam emphasizes adherence to the revealed message without any degree of change or adjustment in the original message, and derives guidance in all affairs and legislation in all matters from the original message as revealed in the Quaran, and explained through the traditions of the Prophet Mohammad. This is the basis of the difference between Islam and other religions which have accepted and incorporated man made laws and changes. (Some specific differences among Islam, Christianity, and Judaism are discussed in the areas of commitment to beliefs and rituals; definition of sacred and profane; law as the source of norms; the monotheistic principles; private verus collective interest; social consequences of individual verus group orientation; and value orientation). (Author/BHK)

ED 333 313 CG 023 469

Madill, Helen M.; And Others
The Intrinsic Value of Work in a Changing Global Environment.
PUB DATE - 7 Jun 91
NOTE - 20p.; Paper presented at the Annual Convention of the International Council of Psychologists (48th, Tokyo, Japan, July 14-18, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adjustment (to Environment); Disabilities; *Dislocated Workers; *Employment; Foreign Countries; Job Layoff; Role Perception; Sex Differences; Social Life; *Values
IDENTIFIERS - Canada

Although work continues to play a significant role in the lives of most men and an increasing number of women that role is changing. This study examined the intrinsic value of work. The 53 subjects for this study were drawn from a review of 160 files for clients who were referred to the Occupational Performance Analysis Unit at the University of Alberta (Canada). All clients completed the Life Roles Inventory and participated in a structured interview, the Life Situation Questionnaire. Measures of physical capacity, perceived exertion, and functional ability were also undertaken. A change in physical status was found to result in reduced income, a shift in level of employment, or unemployment. Income derived from an individual's own efforts was important to a client's sense of personal contribution, identity and status. The greater the occupational shift, the lower the level of satisfaction with employment, financial situation, and general health, and the less participation in social leisure pursuits. Working role was related to the difference in social pursuits for females, as it likely provided opportunities for interaction with peers, membership in activities while universities encourage language experience, writing activities, learning centers, and free, silent reading. Anecdotal data that 19 teachers submitted on the backs of their surveys reinforces the conclusion that a disparity existed between teachers' training programs and their schools' expectations in the area of reading instruction. The anecdotal data also revealed the full range of pleasure and pain associated with making the transition from student to professional in the field of education. (The entire text of the teachers' comments is included; the survey instrument is attached.) (RS)

ED 333 334   CS 010 587

Huitt, William G., Ed.
Proceedings from the Annual Graduate Research Symposium (4th, Valdosta, GA, May 14, 1990).
Valdosta State Coll., GA. School of Education.
PUB DATE - 14 May 90
NOTE - 58p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Elementary Secondary Education; Gifted; Graduate Study; *Instructional Effectiveness; Learning Disabilities; Low Income; *Mathematics Instruction; Minority Group Children; Parent Participation; *Parent Student Relationship; *Reading Instruction; Reading Research; *Writing Instruction; Writing Research

Covering a wide variety of issues of concern to professional educators, the papers comprising this proceedings present graduate student research on mathematics instruction, writing instruction, getting parents involved in their child's education, reading instruction for gifted students, and identification and services for learning disabled/gifted children. Papers include: "The Answer to America's Math Problem: Saxon's Incremental Method or a Traditional Method?" (Leanna Noah and Linda Paradis); "The Effect of Differential Writing Techniques on the Teaching of Writing" (Edwina Gleaton); "Involving Low-Income Minority Parents in Their Children's Education" (Deborah G. Taylor); "Components of an Effective Reading Program for the Gifted Student" (Resa Harris); and "Learning Disabled/Gifted Children: Identification and Service" (Pollyanna Diamond). (RS)

ED 333 335   CS 010 592

King, James R.
Critical Theory and Teaching Literacy.
PUB DATE - Dec 90
NOTE - 31p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Child Advocacy; *Critical Theory; Elementary Secondary Education; Feminism; Higher Education; *Literacy; Social Theories

A broad base for understanding what critical literacy is can be created by understanding three views of critical theory: critical social theory, feminist theory, and child advocacy. When each is brought to bear on the schooling rituals associated with literacy instruction, interesting commonalities among the three views emerge. Critical approaches to literacy deal with a disenfranchised group, and the resulting agenda for critical

NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Educational Research; Elementary Secondary Education; Higher Education; *High Risk Students; *Music; Oral Language; *Reading Skills; *Speech Skills; Student Development; *Student Motivation; Teaching Methods; *Writing Skills

Most at-risk students do not know how to read, speak, or write, and those who know how, frequently elect not to. The problem for educators is thus two-fold, motivating the student to become engaged in the literary process and helping the teacher to engender such engagement. Music may be one way of fostering this engagement. A literature review focused on the effects of music on reading, oral language, and writing abilities of at-risk students with specific aims to identify and describe a coherent body of literature to indicate how music should be used in classrooms to facilitate language skill development. After reviewing three types of articles (theoretical articles, research reports, and essays of practical classroom application), it appears that the theories that justify the use of music in reading and language arts activities are not firmly backed by research. The research itself was inconclusive but did not suggest that music has the potential for affecting reading rate and writing fluency. Further research should examine the critical variables involved in music's effect on students' literary development in order that firm conclusions about its impact on this process can be made. (Thirty-five references are attached.) (PRA)

ED 333 357 CS 010 614

Reed, Marjorie A.
The Developing Use of Sublexical Units in Adult and Child Readers.
PUB DATE - Apr 91
NOTE - 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-21, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - College Students; Elementary School Students; Grade 5; Higher Education; Intermediate Grades; Phonemes; *Reading Ability; *Reading Processes; *Word Recognition
IDENTIFIERS - *Segmentation (Verbal)

A study used a primed lexical decision task to explore readers' use of "onset" and "rime" units in processing words. Onset segments include the initial consonant or consonant cluster of a syllable, while rime segments consist of the pronounced vowel group and any final consonants. Subjects were 32 fifth graders and 27 college students. Words or word fragments having three relationships to the targets (matching the initial consonants and the vowels, matching the "rime," or unrelated) were used to prime word and nonword targets. Results indicated that: (1) in adults, fragments matching the "rime" facilitated processing while word primes that matched the target in any way interfered with processing; (2) fifth graders showed a similar pattern of facilitation for "rime" fragments but not for "rime" matching words; and (3) fifth graders showed facilitation for word fragments that matched the initial consonants and vowels. Findings suggest that for adults the "onset"/"rime" division is a natural one used in reading and that facilitation from "rime" fragment primes was not caused by a lexical analogy mechanism. Findings also suggest that fifth graders were using units smaller than the "onset" and "rime" or

Higher Education; Informal Reading Inventories; Inservice Teacher Education; Reading Comprehension; *Reading Diagnosis; Reading Processes; Reading Skills; *Reading Tests; Student Evaluation; Teacher Role; Test Theory; *Test Validity; Theory Practice Relationship
IDENTIFIERS - Educational Issues

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on changing perspective in reading assessment is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

ED 333 381 CS 212 670

Nelson, Carol; Smith, Carl, Comp.
Grouping Students and Pacing Instruction. Learning Package No. 15.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 42p.; For other learning packages in this series, see CS 212 656-705. Some material in the packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - *Ability Grouping; *Classroom Environment; *Cooperative Learning; Distance Education; Elementary Education; Higher Education; Inservice Teacher Education; Labeling (of Persons); *Pacing; Reading Ability; Reading Diagnosis; Reading Instruction; Reading Programs; Reading Skills; Small Group Instruction; Student Placement; Teaching Methods
IDENTIFIERS - Educational Issues

Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on grouping students and pacing instruction is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

ED 333 382 CS 212 671

Simic, Marge; Smith, Carl, Comp.
Guiding At-Risk Students in the Language Arts Classroom. Learning Package No. 16.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 48p.; For other learning packages in this series, see CS 212 656-705. Some material in the packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Classroom Environment; Communication Apprehension; Distance Education; Elementary Education; Higher Education; *High

General (020)
DESCRIPTORS - *Cooperative Planning; Distance Education; Elementary Education; Elementary School Curriculum; *Elementary School Students; Higher Education; Inservice Teacher Education; Learning Resources Centers; Librarians; *Library Role; *Library Services; Library Skills; Media Specialists; *School Libraries; Student Motivation; Teacher Role; Team Teaching
IDENTIFIERS - *Reading Motivation

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on children and the library is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 408 CS 212 697

Simic, Marge, Comp.; Smith, Carl, Ed.
Classroom Drama as an Instructional Tool. Learning Package No. 42.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 45p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Class Activities; *Creative Dramatics; Distance Education; Dramatic Play; Elementary Secondary Education; English Instruction; Higher Education; History Instruction; Inservice Teacher Education; Instructional Effectiveness; *Language Arts; *Learning Activities; *Music Activities; Reading Instruction; Skits; Social Studies
IDENTIFIERS - *Drama in Education

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on classroom drama as an instructional tool is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 409 CS 212 698

Simic, Marge, Comp.; Smith, Carl, Ed.
Language Learning and the Young Child. Learning Package No. 43.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 43p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Beginning Reading; Child Language; *Cognitive Development; Concept Formation; Discovery Learning; Distance Education; Early Childhood Education; Expressive Language; Higher

ED 333 431 CS 212 872

Close, Elizabeth
How Did We Get Here: Seventh-Graders Sharing Literature.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Discussion (Teaching Technique); *English Instruction; Grade 7; Junior High Schools; Literature Appreciation; Teacher Behavior; *Teacher Student Relationship; Teaching Methods; *Thinking Skills
IDENTIFIERS - Scaffolding; Teacher Researchers

A teacher looking back on an exciting and learning-packed year (in which she and her class participated in a research project on how students learn and think about literature) saw permanent change in herself and her students. The notions of "stances" and "scaffolding" forever changed the way the teacher planned her literature units. Watching and listening to her students changed the way the teacher led discussions. The students learned to ask questions that were important for developing their understanding of a piece of writing, and the teacher believed they learned to use the techniques applied in discussions as a way of approaching other issues in their lives. Studying literature provided the students with an appreciation of how thinking, discussing, and reshaping ideas gave them a better understanding of, and put them in control of, their thoughts. (RS)

ED 333 432 CS 212 873

Marshall, James D.; And Others
Discussions of Literature in Lower-Track Classrooms. Report Series 2.10.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 49p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Cultural Influences; *Discussion (Teaching Technique); Educational Research; *English Instruction; Literature Appreciation; Secondary Education; *Social Influences; Student Attitudes; *Student Needs; *Student Participation; Track System (Education)
IDENTIFIERS - Discourse Aims; English Teachers; *Lower Track Students; Teacher Researchers

A study examined the basic patterns of oral discourse in five lower-track, high school English classrooms, and the purposes driving the activity from teachers' and students' perspectives. Five experienced literature teacher-researchers each studied one teacher as that teacher taught an instructional unit on literary text. Results showed that: (1) teachers dominated the discussions; (2) teachers used their turns largely to inform, question, and respond; (3) the kinds of informative remarks made by students reflected almost exactly the kinds of questions their teachers

PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cognitive Development; *Evaluation Criteria; Grade 5; Grade 6; Intermediate Grades; Longitudinal Studies; Middle Schools; *Writing Attitudes; Writing Evaluation; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills; Writing Tests
IDENTIFIERS - *Middle School Students; Research Suggestions

The continuation of an earlier study examined to what extent students change in their use of evaluative criteria in writing between the fifth and sixth grade. Twenty-five students were interviewed in fifth and sixth grade. In the fifth grade, all students were taught writing by the same teacher who emphasized student choice of topic, recursive steps in the process of writing, peer and teacher response to drafts, and discussion of the qualities of good writing across tasks. In the sixth grade, three different teachers taught the students, all using a variation of a traditional combination of English textbook exercises and teacher writing assignments with emphasis on basic skills. Results indicated that there were no developmental patterns by race or sex, and few differences in the amount of talk or variety of criteria. Text-based criteria constituted the majority of comments, and changes were apparent in distribution of text-based criteria, best summarized by achievement level. It is possible that school pressures toward a utilitarian view of writing had a significant influence on children's evaluative criteria. (Nineteen references are included; three appendixes, and two tables of data are attached.) (PRA)

ED 333 452   CS 212 894

McAndrew, Donald A.
Ecofeminism and the Teaching of Writing.
PUB DATE - Mar 91
NOTE - 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classroom Communication; *Ecology; *Feminism; Higher Education; *Science and Society; *Writing Instruction
IDENTIFIERS - *Ecofeminism

The connection of feminism and ecology into ecofeminism has important congruencies with the teaching of writing and literacy, creating an important web of influence between language, politics, and planet. The four central claims of ecofeminism are: (1) there is a connection between the exploitation of the environment and the exploitation of women; (2) the reason for the connection of ecology and feminism is the objectification of nature and women; (3) science and technology are a tool of patriarchal dominance; and (4) nature and women must be revalued. Parallels to ecofeminism are suggested in the writing workshop classroom, where peer groups respond to drafts, the teacher confers with writers, and everyone writes the stories and arguments important to them. Recent theoretical understandings of text and readers/writers have moved in a direction congruent with ecofeminism, as recent literary theory attempts to restore subjectivity to its rightful place in the action of reading literature, and sociopsycholinguistics portrays readers and writers as actively making meaning, not taking meaning from some pre-existent objective text. The move in research methodology has been from patriarchal sci-tech to naturalistic and organic designs.

Will Blake: Teaching and Learning "Huckleberry Finn." Report Series 2.12.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 18p.; For other reports in this series, see CS 212 920-922.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Classroom Communication; *Classroom Environment; Classroom Research; English Instruction; Grade 8; Honors Curriculum; Junior High Schools; *Literature Appreciation; Middle Schools; Naturalistic Observation; *Teacher Attitudes; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS - Aesthetic Reading; *Huckleberry Finn; New York (Albany); Teacher Researchers; Twain (Mark)

This portrait of a middle school literature classroom is one of a series of several such portraits which depict diverse classroom settings of high school literature, and which result from the second year of a teacher-research project in the greater Albany, New York area. This article portrays teacher Will Blake and his honors class at an urban middle school exploring Mark Twain's "Huckleberry Finn," and notes the sense of community in Blake's classroom which allows for many learners and many teachers. (SR)

ED 333 471 CS 212 920

Quick, Doris M.
The Mythmaker of Seneca. Report Series 2.13.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 17p.; For other reports in this series, see CS 212 919-922.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Classical Literature; Classroom Communication; *Classroom Environment; Classroom Research; English Instruction; Grade 8; *Literature Appreciation; *Mythology; Naturalistic Observation; Secondary Education; Teacher Attitudes; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS - New York (Albany); Teacher Researchers

This portrait of a high school literature classroom is one of a series of several such portraits which depict diverse classroom settings of high school literature, and which result from the second year of a teacher-research project in the greater Albany, New York area. This article portrays teacher Mr. McCabe and his eighth grade class in their unit on classical myths. It notes the rhythm to Mr. McCabe's classes, consisting of three parts: housekeeping, exhortation, and myth-telling. The report describes how Mr. McCabe dramatically retells the myths in eighth-grade idiom, inserting little homilies and dressing them up with humor for the consumption of the students in front of him, and how he holds the complete attention and cooperation of his class. The article notes that change and resistance to change are key issues for this middle school. (SR)

ED 333 472 CS 212 921

EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; Editors; *Employee Attitudes; Employer Employee Relationship; *Information Networks; Journalism Education; *Layout (Publications); *Management Development; Media Research; Microcomputers; *Newspapers; News Writing; Technological Advancement; *Videotex
IDENTIFIERS - Managerial Communication; *Technological Adaptability

A study examined the impact on newspaper managers of three emerging technologies: videotex, personal computer networks, and pagination. The study predicted that: (1) the greater the relative advantage and compatibility of a technology, the less likely will the manager need to pursue motivational and controlling measures in getting subordinates to adopt the technology; and (2) the greater the technology's relative advantage and compatibility, the more the newspaper's content will be perceived to have improved. Results showed that: (1) the technology creates managerial, journalistic, environmental and cumulative impacts; (2) technology's varying functions correlate with varying results; (3) the technology-employee-management-environment theoretical quadrangle must be refined; (4) technology's adoption depends both on its nature and on the management's response and initiative; (5) the concept of motivation must be researched further; (6) relative advantage and compatibility, when combined, seem to act as a type of regulatory mechanism in the area of control, whether it be operational or editorial; (7) technology changes the nature of work for the manager, and the editor's approach in dealing with certain issues, but does not always change organizational priorities; (8) technology forces editors to become more adept at motivational strategies, and to become better intermediate-range planners; (9) technology has no adverse effect on editor-reporter or editor-copy editor relations, gives greater control over some aspects of the product, and makes the editor a better recruiter; (10) managers need to become more flexible; and (11) managers viewed the technology as a technical rather than a sociological concern. Studies like these at the intersection of journalism and newspaper management are on the cutting edge of journalism education. (Extensive figures and 186 endnotes are included; an appendix containing organizational questions and strategies is included.) (PRA)

ED 333 495 CS 507 474

Schulman, Mark
Making the Product and Reading the Text: Politics, Culture and Media Studies.
PUB DATE - Apr 91
NOTE - 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Communication (Thought Transfer); *Curriculum Design; Higher Education; *Mass Media; *Theory Practice Relationship
IDENTIFIERS - *Communications Curriculum; Educational Issues; Media Courses; *Media Education; New School for Social Research NY

The issues of how to build, sustain, and evaluate a communication program are similar across a wide range of institutions. Each aspect of a program must interrogate culture, question power, and study the politics of the media. Issues which should be considered are the extent to which a communication program should be either: (1) theoretical/abstract or practical/concrete; (2)

DESCRIPTORS - Court Litigation; Crime Prevention; *Freedom of Speech; Legal Problems; *Punishment; Recidivism; *Sentencing; Verbal Communication
IDENTIFIERS - *Embarrassment; *Punitive Speech

Recent court philosophy has introduced the concept of court-sanctioned "punitive speech." In response to the rising concern over drunken driving and other crimes, many courts are using public humiliation, in the form of public apologies or bumper stickers/license plates that proclaim the crime, as a form of punishment. The key question is whether the imposition of court mandated speech forces those convicted of a crime to spread an ideological message against their will, contrary to the free speech rights guaranteed by the Constitution. Several instances from around the United States demonstrate how court mandated speech has been used in drunken driving sentences. Examination of preliminary court decisions shows that societal interest takes priority over individual speech rights, and court mandated "punitive speech" has been established as a precedent. There may be potential dangers, however, in this judicial precedent in terms of the erosion of free speech rights. It will be interesting to study the demarcation line that will be drawn by the courts in the coming years when weighing speech rights versus a utilitarian standard. (PRA)

ED 333 516   CS 507 498

Shafer, Karen
Metacommunication Behaviors Used by Adult Best Friends.
PUB DATE - Feb 90
NOTE - 30p.; Paper presented at the Annual Meeting of the Western States Communication Association (Sacramento, CA, February 14-20, 1990). Best available copy.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - College Students; Communication Research; Comparative Analysis; *Friendship; Higher Education; *Interpersonal Communication; Middle Aged Adults; *Peer Relationship; *Speech Communication
IDENTIFIERS - *Communication Behavior; Conversation Theory; *Metacommunication

A study examined what type of communication behaviors best friends use when they talk about their relationship (meta-relate), or discuss the nature of talk within the friendship (meta-talk). Questionnaire data collected from middle-aged adults and young college students indicated that the respondents discussed their friendships more than their conversations. Respondents indicated that their most frequently used meta-relate behaviors were discussing personal feelings, sharing intimate facts, telling each other why the friendship was special, identifying unique behaviors in the friendship, and telling each other how much they care for one another. Frequently used meta-talk behaviors included telling friends that a decision must be made regarding a solution to a problem, directing the conversation back to a topic, commenting on a friend's emotional behavior, and explaining conversations by referring to the other's wishes, feelings, or intentions. (Three tables are included; 39 references are attached.) (Author/PRA)

ED 333 517   CS 507 499

Walsh-Childers, Kim
Adolescents' Interpretations of the Birth Control Behavior of a Soap

PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Curriculum Development; *Economic Factors; Economic Progress; Educational Attitudes; Educational Policy; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Government School Relationship; National Programs; *National Security; Policy Formation; Political Power; *Politics of Education; *Public Policy; School Role
IDENTIFIERS - Australia; United Kingdom; United States

The United States, the United Kingdom, and Australia suffered a crisis of confidence in education in the 1980s that influenced their educational policy decisions. By examining these countries' educational concerns in the 1980s, this document portrays the national and international policy context that influenced school curriculum in that decade. After discussing the importance of societal and political context to curriculum reform efforts, political corporatism in relation to the economy and education is explored as the impetus for curriculum reform. Next, the responses of the United States, the United Kingdom, and Australia to economic concerns are examined each in turn. A final section reviews the governments' use of curriculum as an instrument of public policy development to meet the needs of the nations' economies. (30 references) (CLA)

ED 333 536   EA 023 012

Bentley, Carol L.
America's First Corporate Public School: Model for Education Reform?
PUB DATE - Oct 90
NOTE - 18p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 17-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Community Involvement; Cooperation; *Educational Change; Elementary Education; Models; Parent Participation; *Poverty Areas; Preschool Education; *Public Schools; *School Business Relationship; *Urban Schools
IDENTIFIERS - *Corporate Community Schools of America; *Illinois (Chicago); Partnerships in Education

In September 1988, the Corporate Community Schools of America (C/CSA) opened its first model school in Chicago's North Lawndale, an innercity neighborhood scarred by deprivation, violence, and hopelessness. After briefly describing the school's laboratory approach, this report defines C/CSA's philosophy, goals, and educational plan and refers to research supporting the C/CSA model. The C/CSA is a not-for-profit coalition of business executives, community leaders, and concerned educators working together to reform U.S. urban public education. The C/CSA educational plan differs from the usual school-business arrangements by focusing on preschool, kindergarten, and elementary school instead of job training; facilitating corporate, educator, and community participation on boards; providing ongoing financial commitment; and participating with key groups in urban reform efforts. The plan's benefits include focusing resources effectively, taking full advantage of corporate expertise, and facilitating a systemwide impact in education. The North Lawndale school serves predominantly Afro-American and Hispanic students, operates year-round (except for 3 weeks in August), is open from 7 a.m. to 7 p.m. daily, and provides breakfast, lunch, snacks, and transportation as needed. The school's philosophy is that all students can be powerful lifelong learners. Founding principles, arguing that it encouraged comparison among schools. Proponents included public groups, who based their arguments on the public's right to know and the need for uniform data and accountability. A conclusion is that although school report cards have been perceived as political symbols in response to public criticism of the schools, they have restructuring potential to provide rich data and information on student needs. The appendix contains a list of states with report cards or plans for implementation and a copy of the accountability amendment to the Illinois School Code. (13 references) (LMI)

ED 333 556 EA 023 057

Pancrazio, Sally Bulkley
Alternate Collegial Model-Based Forms of Networking among Women or Networking in the Nineties for the Professional Woman.
PUB DATE - Apr 91
NOTE - 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Collegiality; *Educational Administration; Elementary Secondary Education; *Females; *Professional Development; Sex Bias; *Social Networks; Social Support Groups; *Women Administrators
IDENTIFIERS - Illinois

The collegial networking model, advanced for women as an alternative to the traditional "old boy" male network in the late 1970s and early 1980s, is described in this paper. Based on affiliation rather than competitiveness, the collegial model is applicable to professional women in the 1990s, with the following added recommendations: (1) recognizing the instability of one's position; (2) learning techniques for labor management; (3) promoting collaboration between younger and more experienced colleagues; (4) integrating women's social support groups into professional meetings; and (5) accepting of criticism. A conclusion is that networking remains a viable strategy for women for obtaining job-enhancing information, making professional contacts, and exchanging social support. (6 references) (LMI)

ED 333 557 EA 023 061

Hipps, Elizabeth Smith; Halpin, Glennelle
The Relationship of Locus of Control, Stress Related to Performance-Based Accreditation, and Job Stress to Burnout in Public School Teachers and Principals.
PUB DATE - Apr 91
NOTE - 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Accountability; Administrator Responsibility; *Burnout; Elementary Secondary Education; Job Performance; Locus of Control; *Principals; Professional Autonomy; *Public Schools; Public School Teachers; *State Standards; Stress Management; *Stress Variables; Teacher Burnout; *Teacher Evaluation
IDENTIFIERS - *Alabama

Results of a study to determine the amount of burnout experienced by Alabama public school teachers and principals that could be accounted for by stress related to the Alabama Performance-Based

Educational Administration; Elementary Secondary Education; Foreign Countries; *Holistic Approach; Principals; *Professional Development; *Sex Discrimination; Sex Stereotypes; *Women Administrators
IDENTIFIERS - *South Africa; *United Kingdom

Findings from a study to formulate a comprehensive program for the promotion of greater gender equity for women in educational administration, especially at the secondary principal level, are presented in this report. Two research focuses include an assessment of the status quo of women in educational administration in the United States, United Kingdom, and the Republic of South Africa and an assessment of current academic and professional educational administration training and development programs for women in those countries. Questionnaires were mailed to a random sample of 46 respondents, 60 percent male and 40 percent female, from 26 academic and professional education institutions in those three countries. Findings indicate that gender role stereotyping is the major factor affecting the status quo of women in educational administration. A model is proposed for the South African Women Into Educational Management program (SAIWEM), which addresses the unique needs of female educational administrators in three areas: the reduction of internal and external barriers and the provision of professional development opportunities. A recommendation is made for the holistic implementation of the three subprograms--ancillary, auxiliary, and educational management development. Three figures are included. (31 references) (LMI)

ED 333 578   EA 023 092

Vanderberghe, Roland
The Changing Role of School Principals in Primary and Secondary Schools in Belgium.
PUB DATE - Apr 91
NOTE - 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Accountability; *Administrator Role; *Decentralization; Educational Policy; Elementary Secondary Education; Foreign Countries; Leadership; *Leadership Styles; *Principals; *Program Implementation; School Organization; School Restructuring
IDENTIFIERS - *Belgium

The effects of large-scale improvement projects and the trend toward decentralization on the principal's role in primary and secondary schools in Belgium are explored in this paper. Particular focuses are on the ways in which sociopolitical change influences the nature of school-level leadership and on strategies that principals use in response to government-mandated decentralization efforts. Within the turbulent policy environment of the Belgium educational system, decision making must always be justified. A review of three studies of primary schools involved in reform projects examines two areas of decision making and justification: the organization of linkages with external and internal support structures. Findings indicate that local factors, particularly the principal, shape the nature and quality of change. Variability is therefore natural and inherent in the educational system. The local capacity to organize internal support and local willingness to work productively with external support are important factors for the success of innovative efforts. The recommendation is made for collaboration between the leadership team and a local council

ED 333 599 EA 023 175

Oregon School Bond Manual. Sixth Edition.
Oregon State Dept. of Education, Salem. Office of School District Services.
PUB DATE - Oct 85
NOTE - 42p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Bond Issues; *Educational Finance; *Educational Legislation; Elementary Secondary Education; Government School Relationship; Legal Responsibility; Politics of Education; School Funds; *School Law; *State Legislation
IDENTIFIERS - Bond Sales; Law Review; *Oregon

Given that purchasers of Oregon school bonds rely on recommendations of accredited bond attorneys, this document is designed to assist school districts in complying with state statutes regulating the issuance of school bond issues in order that attorney opinions may be favorable. Six initial steps toward a bond sale and Oregon laws regarding bonds in general are given, and Oregon laws related to the following topics are presented: (1) purposes for which school bonds may be issued; (2) school bonds and debt limitations of school districts; (3) bond maturities and denominations; (4) bond maturity dates and principal installments; (5) meetings of District School Boards; (6) school bond elections; (7) notice of election and method of computing time in given notices; (8) model forms for the issuance of Oregon school district bonds; and (9) statutes for school bonding. Reference information for the opinions of the attorney general regarding school bonds, funds, finances, and taxes are listed as well as references to Oregon revised statutes and Supreme Court decisions. (CLA)

ED 333 600 EC 232 651

Miller, Phyllis, Ed.
Mensa 21 Research Journal, Fall 1986-Spring 1990.
America Mensa Education and Research Foundation, Bala Cynwyd, PA.
PUB DATE - 90
NOTE - 387p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Abstract Reasoning; *Academically Gifted; Acceleration (Education); *Biological Influences; College Graduates; Cultural Context; Educational Environment; *Educational Policy; Family Environment; Mathematical Logic; Mathematics Achievement; *Mathematics Skills; *Physiology; Secondary Education; *Sex Differences; Special Programs
IDENTIFIERS - Early Graduation; Extremely Gifted; *Study of Mathematically Precocious Youth

Eight issues of this research journal on gifted children include the following topics: (1) Profile of a Gifted Child: The Johns Hopkins Program for Mathematically Precocious Youth--Fall 1986; (2) The Impact of the Arts on Our Civilization: Excerpts from Colloquium III (Louisville, Kentucky)--Summer 1987; (3) Why Are Asians so Smart? An Evolutionary Approach--Winter 1988; (4) Why Are Asians so Smart--Part II--Commentary on "The Intelligence of the Mongoloids: A Psychometric, Evolutionary and Neurological Theory" by Richard Lynn--Summer 1988; (5) Terry Tao: Education for the

*Instructional Materials; *Minority Group Children; *Multicultural Education; *Social Bias; Student Characteristics; Teacher Role; Textbooks
IDENTIFIERS - ERIC Digests

This digest examines the demographic composition of the U.S. school-age population, and derives an estimate of 1.4 million children with disabilities who are minority group members. The digest notes the purposes of multicultural education for all students and stresses the teacher's role in recognizing forms of bias in textbooks and other instructional materials. Forms of bias include invisibility, stereotyping, selectivity and imbalance, unreality, fragmentation and isolation, and language usage. The digest also discusses the importance of making the curriculum multicultural, recognizing subtle and unintentional biases in teaching behavior, organizing learning environments conducive to individual students' cognitive styles, and creating a positive school climate. (Nine references) (JDD)

ED 333 621 EC 300 372

Ruiz, Nadine T.
Effective Instruction for Language Minority Children with Mild Disabilities. ERIC Digest #E499.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 91
NOTE - 3p.; Based on "An Optimal Learning Environment for Rosemary," by Nadeen T. Ruiz, which appeared in "Exceptional Children," Vol. 56, No. 2 (October 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Bilingual Education; *Educational Principles; Elementary Secondary Education; *Language Handicaps; Limited English Speaking; *Mild Disabilities; Minority Group Children; Models; *Spanish Speaking; Teaching Methods
IDENTIFIERS - ERIC Digests

This digest describes a model curriculum for children from language minority groups, called the "Optimal Learning Environment Curriculum--A Resource for Teachers of Spanish Speaking Children in Learning Handicapped Programs." This bilingual special education class model is governed by the following principles: (1) take into account the student's sociocultural background and its effect on oral language, reading and writing, and second language learning; (2) take into account the student's learning handicaps and how they may affect oral language, reading, writing, and second language learning; (3) follow developmental processes in literacy acquisition; (4) locate curriculum in a meaningful context where the communicative purpose is clear and authentic; (5) connect curriculum with the students' personal experiences; (6) incorporate children's literature into reading, writing, and English-as-a-Second Language lessons; and (7) involve parents as active partners in the instruction of their children. (17 references) (JDD)

ED 333 622 EC 300 373

Cummins, Jim
Empowering Culturally and Linguistically Diverse Students with Learning Problems. ERIC Digest #E500.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on

commitment to the plan. Seven strategic objectives are: (1) agreeing on national standards; (2) obtaining vocational guidance; (3) maintaining educational and training infrastructures; (4) promoting relevant research; (5) ensuring that participants contribute to the costs; (6) encouraging lifelong learning; and (7) ensuring that participant needs are met. Mechanisms for achieving these objectives include holding national forums, considering training costs, setting attainment standards, building a legal framework, discussing needs at the board level, and preparing an annual report. (Appendix A elaborates a positive policy for training and development.) (NLA)

ED 333 116 CE 057 980

McCormick, Kathleen
Myth #14: All Literacy Problems Are the Result of Learning Disabilities.
Education Writers Association, Washington, DC.
SPONS. AGENCY - John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE - Apr 91
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Adult Basic Education; Adult Literacy; *Adults; *Educational Diagnosis; *Learning Disabilities; Learning Problems; Screening Tests

Learning disabilities can be overcome although solutions are complex and costly. The range of individual disabilities is wide, and improper screening and diagnosis is common. A learning disability is a disorder affecting understanding or the use of spoken or written language. Approximately 5 percent of adults have such disabilities. In addition, as many as one-half of all literacy students could have learning disabilities. A key problem is that learning disabilities is a catch-all phrase. Basic screening of hearing and sight is critical to rule out learning disabilities. Clinical evaluation is needed to determine a learner's specific skills and possible disabilities. Literacy organizations are emphasizing more flexible teaching approaches and assessment of learning styles. Literacy experts are emphasizing a need for research on related topics. In addition, funding for adult learning disabilities staff training is needed. Efforts are underway to increase awareness of learning disabilities without turning it into the latest literacy fad. (NLA)

prepare young people for entry into hospitality/tourism-related occupations. It discusses the refinement of existing models, pilot test, curriculum revision, full-year program test, exposure of students to technology applications, development of nine training videotapes, training to upgrade the skills of workers employed in hospitality/tourism occupations, preparation of materials for dissemination, and formative and summative evaluation activities. The third-party evaluation report by the Northwest Regional Educational Laboratory contains a description and findings from student profiles and end-of-year survey, staff interviews, administrator interviews, and business/industry interviews. These findings are reported: (1) three-fourths of the students expressed interest in further study of the hospitality industry; (2) teachers were enthusiastic about the program and identified program strengths as student exposure to the industry and the broad view of the industry offered; (3) administrators saw the need for allocation of more time for program coordination and additional funding; and (4) business and industry responses were positive although additional company participation was suggested. The replication guide describes the model design, including project objectives and activities undertaken to achieve these objectives. (YLB)

apprenticeship programs meld Tech Prep-style coordination of secondary and postsecondary learning with paid work experience beginning in the last 2 years of high school, providing the context for both classroom and work-based learning. These two models are seen as competing solutions to the same problem: one is driven by labor market concerns, the other by educational concerns. The differences between the two will narrow in the coming years. (NLA)

ED 333 155 CE 058 149

Oakeshott, Martin
Educational Guidance for Adults. Identifying Competences.
Further Education Unit, London (England).; National Inst. of Adult Continuing Education, Leicester (England). Unit for the Development of Adult Continuing Education.
PUB DATE - 91
NOTE - 65p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Adult Counseling; Adult Education; *Competence; *Counselor Certification; Counselor Qualifications; *Counselor Training; Developed Nations; *Educational Counseling; Employment Qualifications; Evaluation Criteria; Foreign Countries; *Job Skills; Occupational Information; Postsecondary Education
IDENTIFIERS - *Great Britain

A brief study conducted for the Further Education Unit, Great Britain, defined the competencies associated with educational guidance for adults. The objective was to develop a qualification for educational guidance workers with adults. The project provided an example of applying a competence model to a "higher level" interpersonal field of work. The Unit for the Development of Adult Continuing Education model of educational guidance corresponded broadly to the key factors outlined in the National Association of Educational Guidance Services (NAEGS) code of practice. A number of issues were raised related to the overall National Vocational Qualification (NVQ) system, use of functional analysis, and assessment. Recommendations for further action dealt with training, research, continuing work, close liaison, and completion of the present work. (Eight appendixes follow the 23-page report. Appendix I is a draft list of competence statements for educational guidance for adults. Three work roles are suggested: provide a service offering educational guidance to adults; deliver educational guidance to adults; and provide feedback on clients' requirements to agencies concerned with adults' learning. Units, elements, performance criteria, and notes for assessment are provided for the three work roles. Other appendixes are the competence writing model; NVQ levels; NAEGS code of practice; a policy paper on educational guidance for adults; discussion paper on guidance principles and purposes; and a 43-item reference list.) (YLB) processing courses. The 21 competency goals cover the following topics: basic equipment, keyboarding techniques, touch techniques, formatting and document preparation terminology, work habits, leadership skills, proofreading, spelling and accuracy, error correction methods, composing at the keyboard, business correspondence, business forms, tables, reports, reprographic methods, word processing software, administrative support word processing environments, production standards, office communications, word processing simulations, and employability skills. Eleven appendixes, which make up about one-fourth of the document, contain tables of grades for gross words per minute for various semesters and equipment, accuracy grades for beginning and advanced keyboarding students, and checklists for computer/printer parts and electronic typewriter parts. (KC)

ED 333 176　　　　CE 058 190

Miller, Hershel M.
Armed Service Vocational Aptitude Battery Scores and Aviation Electrician's Mate Class "A" School Attrition Rate.
PUB DATE - May 91
NOTE - 133p.; M.S. Thesis, University of Tennessee.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - *Aptitude Tests; Aviation Education; Aviation Mechanics; Career Choice; Data Analysis; Electrical Occupations; Electricians; Grade Prediction; Military Personnel; *Military Training; Postsecondary Education; *Predictive Measurement; Student Attrition; *Student Placement; *Technical Education; Test Validity; *Vocational Aptitude
IDENTIFIERS - *Armed Services Vocational Aptitude Battery

A study investigated the use of the Armed Services Vocational Aptitude Battery (ASVAB) subtests and combinations of subtest composites as placement qualifiers for the Aviation Electrician's Mate AEA(A1) school. It examined the relationship of the independent variables Arithmetic Reasoning; Math Knowledge; General Science; and Composite ASVAB score to ascertain any probable effects on the final course grades of 247 students assigned to the school at the Naval Air Technical Training Center, Millington, Tennessee, from October 1989 to February 1990. A review of the literature and available research on the use of the ASVAB test to help determine candidates' qualifications for technical training placement clearly revealed significant benefits of using a qualifying instrument of some type as a base for entry into employment, academic training, and technical training fields. The Pearson product-moment correlation test was used to ascertain any significant differences between the independent variables and the mean final course grades scores for both graduates and dropouts. Results of the Pearson product-moment correlation test indicated a significant correlation between the subtests and final course grades for course graduates but not for dropouts. (Appendixes include a 31-item bibliography, project subject data, and descriptive statistical data.) (YLB)

SPONS. AGENCY - Texas Education Agency, Austin.
PUB DATE - 30 Jun 88
NOTE - 24p.; For a related document, see ED 312 396. Page headed "Texas Transition" has small type that may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Course Content; *Curriculum Development; *Education Work Relationship; Elementary Secondary Education; Instructional Materials; Material Development; *Models; Program Development; School Business Relationship; *Special Needs Students; State Curriculum Guides; *State Programs; Teacher Workshops
IDENTIFIERS - *Texas

During the fourth quarter of a 1-year project to improve the transition of special needs learners in Texas from school to work, the following were accomplished: (1) the curriculum model was finalized and printed; (2) draft copies of six sample units were disseminated to field-test teachers, reviewed, and revised; (3) a draft copy of the implementation manual was written and disseminated to field-test teachers, reviewed, and revised; (3) a draft copy of the implementation manual was written and disseminated to project advisory committee members, and minor changes were made; (4) an implementation workshop for 20 teachers was held to disseminate materials and review evaluation procedures; (5) a half-day dissemination/implementation workshop was conducted for 21 vocational teachers and administrators; the workshop and the curriculum were evaluated very positively. No future activities for the curriculum project are planned. (Four appendixes, which make up three-fourths of the report, include the following: the transition skills model; the implementation manual outline; a list of transition curriculum topics; and workshop evaluation data.) (KC)

listed.) (NLA)

ED 333 213 CE 058 288

Miller, Sandra W.
Impact of Kentucky Consumer and Homemaking Programs on Students.
Kentucky Univ., Lexington. Div. of Vocational Education.
SPONS. AGENCY - Kentucky State Dept. of Education, Frankfort. Office of Vocational Education.
PUB DATE - Jun 88
NOTE - 74p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Child Development; *Consumer Education; *Educational Benefits; Educational Research; Foods Instruction; *Graduate Surveys; High Schools; *Home Economics; Homemaking Skills; *Information Utilization; Interviews; Nutrition Instruction; Parenthood Education; Parenting Skills; Relevance (Education); State Surveys; Users (Information); Use Studies
IDENTIFIERS - Kentucky

A follow-up study was done of Kentucky seniors who graduated in 1987 and who had taken three or more semesters of consumer and homemaking education (CHE). Telephone interviews were completed for 157 graduates in 51 randomly selected Kentucky high schools. Two somewhat comparable interview schedule forms consisted of questions concerning demographic variables, graduates' real life experiences, and graduates' behavior in relation to three areas of home economics subject matter: foods/nutrition; consumer education/resource development; and parenting/child development. The sample population came from a variety of community, school, and home economics programs. Most were female, Caucasian, and lived at home with parents. Ninety-six percent said they would definitely recommend that a student take home economics in high school. Mean scores were calculated for each content item and subscale. Data showed that graduates were using the information taught in CHE courses. Significant differences among total scores were found for these variables: community size, enrollment in home economics, class rank, where the graduate was living, education/work status, and insurance. Research recommendations included a longitudinal follow-up study, focus on behaviors in other content areas, and comparison with non-CHE students. (Appendixes include correspondence, instruments, and a list of 17 references.) (YLB)

competency-based system of training is the final decision-making process--that is, whether the competence can be inferred from the performance evidence collected. The decision to recognize a performance as satisfactory and to infer competence is the basis for the success of the system. The standards specified when describing the competence must be validly assessed. Competence is based on matching the necessary level of knowledge with an appropriate performance. (NLA)

ED 333 232   CE 058 320

Bone, John; Guthrie, Hugh
Approaches to Curriculum Development: A Discussion Paper.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
SPONS. AGENCY - New South Wales Dept. of Technical and Further Education, Sydney (Australia).
PUB DATE - 90
NOTE - 65p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Business Administration; *Curriculum Development; Developed Nations; *Educational Improvement; *Educational Needs; *Educational Trends; *Education Work Relationship; Employment Patterns; Employment Practices; Foreign Countries; Futures (of Society); Postsecondary Education; School Business Relationship; Technological Advancement
IDENTIFIERS - Australia (New South Wales); *TAFE (Australia)

This paper was developed to present to the Technical and Further Educatoin (TAFE) Department in New South Wales alternative approaches to curriculum development to assist the department in choosing an appropriate approach that will meet the current and future needs for an efficient, effective, and streamlined curriculum development process. The paper was used as a resource document for a 2-day workshop. It: (1) describes briefly the methods used in the curriculum study and identifies the sources of information; (2) places the curriculum development approaches proposed in context by providing an overview of these processes in general and those used currently in New South Wales in particular (five practices are discussed--import, in-house, project, contract, and multimodel); (3) provides a suggested framework for good curriculum practice in order to consider any potential approaches; and (4) proposes potential approaches (especially the contract model) to curriculum development and raises a series of related issues for consideration at the workshop. The paper was to be used along with the workshop as a beginning to provide a basis for reforming the curriculum development processes used by TAFE in New South Wales to meet its emerging needs. The document includes 44 references. Appendices include the project proposal, a list of persons interviewed, and the interview questionnaire. (KC)

Therapist Self-Disclosure and the Therapeutic Relationship.
PUB DATE - May 91
NOTE - 47p.; Psy.D. research paper, Biola University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Undetermined (040), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Counseling Techniques; *Counselor Characteristics; *Counselor Client Relationship; *Interpersonal Communication; *Self Disclosure (Individuals)

This paper reviews research conducted over the past 25 years on the therapist's use of self-disclosure and the therapeutic relationship. Various definitions of self-disclosure are reviewed, the content of therapist disclosures is considered, and the choice to disclose is examined. Methods of measuring self-disclosure are discussed and research on therapist self-disclosure is reviewed. Findings from actual and analogous therapy situations are discussed which demonstrate consistent positive client responses to therapist self-disclosure. In contrast, surveys of therapists are reviewed which show a large variance in therapists' positions on the topic of self-disclosure. These findings are discussed within the context of the therapeutic process. Three components of the therapeutic relationship are identified: the therapeutic alliance, the transference relationship, and the real relationship. It is suggested that the difference between clients' and therapists' opinions on the value and appropriateness of therapist self-disclosure can be explained partially in terms of the therapists' greater understanding of the transference phenomenon and their deeper recognition of the tension between the needs to be be both neutral and real with clients. It is concluded that the varying degrees of emphasis that therapists place on the transference relationship parallel the disagreements among therapists of differing orientations over their beliefs about the place of therapist self-disclosure in psychotherapy, such that the more the transference relationship is emphasized, the less self-disclosure is valued. (41 references) (NB)

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adolescents; *Alcohol Abuse; Counselor Training; *Drug Abuse; *Educational Diagnosis; *Evaluation Methods; Referral; School Psychologists; Secondary Education

Adolescents with alcohol or other drug problems may be referred to school psychologists for assessment and may demonstrate symptoms similar to handicapping conditions such as learning disabilities or emotional disturbances. School psychologists who work with these students need to have assessment techniques that will help them determine the probability that referred adolescents have alcohol or other drug problems. In this document, procedures in the referral and testing process which can assist the school psychologist in assessing the likelihood that alcohol and other drug use and abuse contribute to the academic and behavioral problems of adolescents are presented. Pre-referral questionnaires, initial interviews, behavioral observations, and assessment devices are discussed, along with suggestions for referring substance abusing adolescent and implications for the training of school psychologists. A brief overview of the extent of alcohol and other drug use among adolescents is included. Standardized assessment devices discussed include the Michigan Alcohol Screening Test, the Questionnaire on Drinking and Drug Abuse, the Life Skills Training Student Questionnaire, and the Substance Abuse Subtle Screening Inventory. The document concludes with the recommendations that course work in the alcohol and other drug field be included in the training of school psychologists and that such training be required for recertification. (NB)

ED 333 273 CG 023 427

Landry, Gregory L.; Wagner, Lauris L.
Anabolic Steroids...What's the Hype?...
Wisconsin Clearinghouse, Madison.
PUB DATE - 90
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Athletes; *Drug Use; *Illegal Drug Use
IDENTIFIERS - *Steroids

This pamphlet uses a question-and-answer format to examine the use and abuse of anabolic steroids. It begins by explaining that all steroids are not anabolic steroids and that anabolic steroids are those used specifically to build muscles quickly. Medical uses of anabolic steroids are reviewed; how people get steroids, how they take them, and their effectiveness are discussed. Side effects of anabolic steroid use are considered and an accompanying chart lists harmful side effects related to reproduction, skin and hair, the cardiovascular system, kidneys, liver, psychological characteristics, and other harmful effects. Permanent side effects that do not disappear when anabolic steroid use is stopped are distinguished from temporary side effects. The possibility of anabolic steroid addiction is addressed. The pamphlet concludes with a toll-free telephone number that readers can call to obtain more information about anabolic steroids. (NB)

DESCRIPTORS - *Adjustment (to Environment); Construct Validity; *Evaluation Methods; *Marital Satisfaction; Sex Differences; *Spouses; Test Reliability; Test Use; Test Validity
IDENTIFIERS - *Kansas Marital Satisfaction Scale; *Locke Wallace Marital Adjustment Scale

Past research has suggested that the Kansas Marital Satisfaction Scale (KMS) is a brief, reliable, and valid measure of marital satisfaction. This study was conducted to: (1) examine responses on the KMS from a national sample of couples; (2) assess the construct validity of the KMS through a comparison with the Locke-Wallace Marital Adjustment Test (MAT); (3) compare husbands' and wives' responses to the KMS; (4) suggest tentative cut-off scores for the KMS that differentiate between distressed and nondistressed individuals; and (5) recommend the KMS as a brief, reliable, and valid alternative to the MAT for evaluating marital quality. A national sample of 115 couples completed both the KMS and the MAT. The KMS was found to be highly correlated with the MAT. Husbands tended to report greater marital satisfaction than did wives on the KMS, but not on the MAT. A tentative cut-off score distinguishing nondistressed from distressed individuals was suggested for the KMS. Finally, further support for using a brief, global evaluation of marital quality, such as the KMS, was provided. (Author/NB)

organizations, and social relationships. A significantly higher proportion of females indicated that their circle of friends had changed since their injury than did males. Females who had not indicated a change in their circle of friends were more satisfied with their social life than those who reported such changes. (LLL)

ED 333 314   CG 023 470

Cohort Dropout Study: 1989. Evaluation Report.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE - Jan 91
NOTE - 110p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - Cohort Analysis; Demography; *Dropout Characteristics; Dropout Prevention; Dropout Research; *Dropouts; High Schools; High School Students

A study of a cohort in the school district of Saginaw, Michigan was begun in Fall 1986. The primary aim of the study was to follow the students from the time they entered high school until they left, either by graduation, transferal, or termination. The specific cohort in the study was the 1986-87 sophomore class scheduled to be the graduating class of 1989. Of the student cohort, 55.6% graduated; 22% transferred; and 16.3% dropped out. Males tended to drop out at a higher rate than did females. Students age 17 and 18 tended to graduate while those who were older tended to drop out or seek alternate education, such as adult education. These findings imply not only revisiting retention policies, but emphasizing programs designed to help such students keep up with their peers. The main reasons cited for dropping out were related to non-attendance. Female and Hispanic students tended to go to adult education rather than drop out. A small percentage of the original cohort was still enrolled in the school system at the end of the study. This finding not only supports the rationale of extending the time frame of the study but also points out that, for some students, the value of a high school diploma is worth remaining in school even though their age peers have left. (Recommendations and appendices with results are included.) (LLL) literacy is one of empowerment. Students' access to the commodities, customarily controlled by teachers, is also an issue that is central to a critical approach to learners' engagement in real literacy acts. Together, these three lenses (radical criticism, feminism, and child advocacy) suggest alternative views of reading and writing as social constructs. (Seventy-six references are attached.) (RS)

ED 333 336 CS 010 593

King, James R.
Structural and Social Metaphors in Reading Recovery Training.
PUB DATE - Dec 90
NOTE - 24p.; Paper presented at the Annual Meeting of the National Reading Conference (40th, Miami, FL, November 27-December 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Educational Research; Grade 1; Higher Education; Primary Education; Program Descriptions; Reading Programs; *Teacher Education; *Teacher Educators; Theory Practice Relationship
IDENTIFIERS - *Reading Recovery Projects; Richardson Independent School District TX; Scaffolding; Zone of Proximal Development

A study described the theoretical, procedural, and social knowledge bases that comprise Reading Recovery as they unfolded during a year-long teacher leader training program. Subjects included seven teachers (including the researcher) enrolled in 18 hours of graduate coursework required for the year-long teacher leader training program. Data were collected for the entire duration of the training program. Fieldnotes, interview transcripts, and artifacts from the context (texts, handouts, etc) were collected, dated, and bound. A method of modified analytic induction was used to synthesize data into emergent categories. During data analysis, multiple data sources were used in an effort to triangulate any phenomenon. Results indicated that the major metaphors that permeated the training were: (1) working in a zone of proximal development; and (2) scaffolding instruction within that zone. Results also demonstrated the pervasive authority of the text in the training for teacher leader training and in the training for Reading Recovery teachers. (RS) that they are inconsistent in their division of the syllable into subunits. (Three graphs of data are included and 14 references are attached.) (RS)

ED 333 358 CS 010 616

Stewig, John Warren
Ten from the Decade: Visually Significant Picture Books and Why.
PUB DATE - May 91
NOTE - 24p.; Paper presented at the Annual Meeting of the International Reading Association (36th, Las Vegas, NV, May 6-10, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Artists; *Childrens Literature; *Illustrations; *Picture Books; Preschool Education; Primary Education
IDENTIFIERS - *Illustrators; Visual Imagery

Excluding poetry, number, wordless, alphabet, and information books, this paper discusses the work of 10 visually significant picture book illustrators who published in the 1980s. The books included in the paper, both traditional tales and modern stories, were illustrated by Anthony Browne, Henrik Drescher, Lois Ehlert, Stephen Gammell, Ivan Gantschev, Adrienne Kennaway, Dayal Kaur Khalsa, Deborah Nourse Lattimore, Robert Rayevsky, and Ed Young. The paper also includes a discussion of significant picture books in the 1980s by other illustrators arranged by historical and instructional significance and by the medium used. A list of featured books, arranged by illustrator, is attached. (RS)

Risk Students; Inservice Teacher Education; Language Arts; Reading Achievement; *Reading Difficulties; *Reading Improvement; Reading Instruction; *Self Esteem; Teacher Role; *Teacher Student Relationship
IDENTIFIERS - Reading Recovery Projects
Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on guiding at-risk students in the language arts classroom is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

ED 333 383 CS 212 672

Nelson, Carol; Smith, Carl, Comp.
Evaluating the Progress of the School Reading Program. Learning Package No. 17.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 45p.; For other learning packages in this series, see CS 212 656-705. Some material in the packet may not be completely legible when reproduced; copies provided are the best available.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Distance Education; *Educational Environment; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Needs Assessment; Program Content; Program Effectiveness; *Program Evaluation; Reading Achievement; *Reading Instruction; *Reading Programs; Reading Skills; *Teacher Effectiveness; Teacher Role; Teaching Methods
IDENTIFIERS - Educational Issues; Reading Management
Originally developed for the Department of Defense Schools (DoDDS) system, this learning package on evaluating the progress of the school reading program is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes a comprehensive search of the ERIC database; a lecture giving an overview on the topic; the full text of several papers on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (KEH)

Education; Inservice Teacher Education; *Language Acquisition; *Language Skills; *Learning Activities; Reading Instruction; Story Telling; Teaching Methods; *Young Children
IDENTIFIERS - Emergent Literacy
Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on language learning and the young child is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

ED 333 410 CS 212 699

Hong, Zhang, Comp.; Smith, Carl, Ed.
Cultural Literacy. Learning Package No. 44.
Indiana Univ., Bloomington. School of Education.
PUB DATE - 90
NOTE - 48p.; For other learning packages in this series, see CS 212 656-705.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - General (020)
DESCRIPTORS - Cultural Context; *Cultural Education; Cultural Pluralism; Distance Education; Elementary Secondary Education; Inservice Teacher Education; Teacher Role
IDENTIFIERS - *Cultural Literacy; Curriculum Theories; *Educational Issues; Hirsch (E D); Literary Canon
Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on cultural literacy is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

asked them; and (4) teachers responded to their students' contributions most often by restating what had been said. Students in lower-track classrooms seemed to require more supportive information and response from their teachers than students in non lower-track classrooms. These results suggest that teachers should do more to involve their students in classroom talk, but that the problems and patterns observed were actually due to larger social and cultural forces that seemed to resist teachers' strategies and theories. Results showed that a teacher's challenge is to remember that school is only part of a larger culture, and that the larger culture will always find a way to enter the classrooms. (Fourteen tables of data are included; an excerpt of a class discussion is attached.) (PRA)

ED 333 433 CS 212 874

Purves, Alan C.; And Others
Comparison of Measures of the Domain of Learning in Literature. Report Series 3.2.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 75p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Educational Research; *Evaluation Methods; High Schools; Literary Genres; Literature; *Reading Comprehension; Scoring Formulas; *Student Evaluation; Test Construction; *Test Interpretation
IDENTIFIERS - Learning Patterns; New York; *Text Factors

After establishing a theoretical depiction of the domain of literature learning, a study developed test packages which examined: (1) the relationship among multiple choice, short open-ended, and long open-ended responses; (2) whether there would be differences according to the genres; (3) the relationship between literary and non-literary texts, both with respect to practice and with respect to aesthetic judgment; and (4) the concern about the scoring of open-ended responses, and whether the quality of writing could be distinguished from the quality of the understanding of the text. Tests were administered to a sample of tenth, eleventh, and twelfth graders in New York State. Results tended to validate the model that knowledge, practice, and preference are related but not highly interrelated aspects of the construct of literature learning, and that a comprehensive measure of student performance should address each of these three areas. It appears that within the knowledge domain, textual knowledge and knowledge of critical terms are distinct, particularly in their relationship to the practice of reading and responding. Within the domain of practice, more than one passage is needed to get some estimate of a student's performance across text-types. It seems to make little difference whether open-ended or multiple choice questions are used, but open-ended questions probably present somewhat more of a challenge to students than do multiple choice questions. (One table of data and one figure are included; sample measures, 20 references, and 28 tables of data are attached.) (PRA)

Classroom practice also shows parallels to ecofeminism, by forming communities of readers, reading from a non-hierarchical canon, giving students ownership and authorship, and valuing diversity and connectedness. (Seventeen references are attached.) (SR)

ED 333 453 CS 212 895

Browning, M. Curt
Opening Minds through the Liberal Arts, in a Program for Working Adults.
PUB DATE - Mar 91
NOTE - 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (42nd, Boston, MA, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adult Students; *Course Content; *Course Organization; Higher Education; Liberal Arts; Nontraditional Students; *Working Class; *Writing Improvement
IDENTIFIERS - *Intensive Courses; University of Missouri Kansas City; Writing Contexts

The Program for Adult College Education (PACE) at the University of Missouri at Kansas City offers a Bachelor of Liberal Arts degree. PACE faculty believe in writing as a learning tool. One course in the program is "Culture of the Working Class," which uses a variety of sources to examine how working people have lived from the turn of the century to the present. The course seems to work on several levels: validating students' families' pasts, making students aware of the changing culture of working people and of the connections between various eras, and requiring them to examine their own lives and cultures in order to define today's "working class" and to realize what media create those images and definitions. As a writing intensive course, it requires journal entries that help students think about what they read and view, comparisons of various cultures, sharing views with peers, critiquing peers' development of ideas, and synthesizing multiple sources including their own and their families' lives. Because the students are working adults, the theme has even more relevance; they can all relate to it and draw upon the special insights and experience that adult students bring to the classroom. In teaching adults, it is important to relate the classroom to their lives, for a variety of reasons; thematic courses with writing assignments that require connections to their own experiences are an excellent avenue for this. (SR)

Hansbury-Zuendt, Tricia
Voices Making Meaning: Reading the Texts with Tony Carrera. Report Series 2.16.
Center for the Learning and Teaching of Literature, Albany, NY.
SPONS. AGENCY - National Endowment for the Arts, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 35p.; For other reports in this series, see CS 212 919-922.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Classroom Communication; *Classroom Environment; Classroom Research; English Instruction; Grade 10; High Schools; *Honors Curriculum; *Literature Appreciation; Naturalistic Observation; Rural Schools; Teacher Attitudes; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS - Aesthetic Reading; New York (Albany); Teacher Researchers

This portrait of a high school literature classroom is one of a series of several such portraits which depict diverse classroom settings of high school literature, and which result from the second year of a teacher-research project in the greater Albany, New York area. This article portrays teacher Tony Carrera and his sophomore honors English class in a small rural school, as he experiments with a lesson to see how far students can get with little direct teacher intervention, given a fairly well-defined structure within which to work. (SR)

incremental/sequential or freefloating/unstructured; (3) critical/hegemonic or diffuse/open-ended; and (4) political economy or cultural studies. At the New School for Social Research in New York the Communication Department is a multi-faceted part of the university, the adult education division of the New School. Examining its comprehensive offerings (Master of Arts in Media Studies, Certificate in Film Production, the On-Line Program, Adult Education Course Offerings, and Special Events) demonstrates that the department needs: (1) to offer curricula, events, and programs which foster an understanding of the dynamics of human communication in the development and transformation of the culture in which they live, and in the cultures of others with whom they come into contact; (2) to provide an aid to analyzing the role of contemporary mass media through comprehension of the history, ethics, and political economy of the media industries; and (3) to train students in general (communication) and specific (vocational) skills which may lead to further education, to promotion and/or advancement within the media industries. In this way, the department can retain breadth, theory and practice orientation, and service the needs of a wide range of students. (PRA)

ED 333 496   CS 507 475

Foeman, Anita Kathy
Race-Relations Training as the Asking of Questions.
PUB DATE - Apr 91
NOTE - 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Pittsburgh, PA, April 25-28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cross Cultural Training; Cultural Education; *Cultural Interrelationships; *Interpersonal Communication; *Questioning Techniques; *Racial Relations; Teaching Methods
IDENTIFIERS - *Communication Strategies; Cross Cultural Teaching; Facilitators; *Question and Answer Exercises

Race-relations training is primarily an interpersonal process based on developing understanding between two or more individuals from different cultural backgrounds. The use of a question and answer format in race-relations training can encourage better cross-race understanding and interaction. Race-relations trainers need to develop the capacity to ask provocative and functional questions in the process of training and to develop an ability to assist training participants in internalizing these skills for future cross-race contacts. (Author/PRA)

Opera Couple.

PUB DATE - May 91

NOTE - 29p.; Paper presented at the Annual Meeting of the International Communication Association (41st, Chicago, IL, May 23-27, 1991).

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)

DESCRIPTORS - *Adolescents; *Attitudes; *Audience Response; *Contraception; Mass Media Effects; Mass Media Role; *Schemata (Cognition); *Soap Operas; Television Research

IDENTIFIERS - Health Communication; North Carolina; Schema Theory

A study investigated whether adolescents' schemas about contraceptive use would influence their perceptions that a soap opera couple used birth control during sex. The study also examined the effects of increasing explicitness of characters' conversations about contraceptives on viewers' perceptions of the couple's contraceptive use. Thirty-six white girls and 36 white boys in North Carolina between the ages of 13 and 18 participated in this study. Results indicated that both personal intentions to use birth control and the belief that most couples use birth control made adolescent viewers more likely to agree that the television couple used birth control. Viewers who watched a version in which contraception was not discussed were less likely to believe the couple used contraceptives than were those who watched "generic" or "explicit" discussion versions. Findings suggest the possibilities for using media messages to educate adolescents about health concerns. (Two tables of data are included; 46 references are attached.) (PRA)

including the necessity for a strong principal, are described, along with the sound, performance-based management techniques used to ensure success. Implications and 1989-90 goals are also discussed. (MLH)

ED 333 537   EA 023 013

Warring, Douglas F.
The Effects of a Mentor-Mentee Program on the Learning Environment.
PUB DATE - Apr 91
NOTE - 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Beginning Teachers; *Cooperative Programs; *Educational Environment; Elementary Secondary Education; Higher Education; *Mentors; *Program Effectiveness; Program Evaluation; Surveys
IDENTIFIERS - *Bloomington Public Schools MN; Isolation (Professional)

To assist the transition from novice teacher to skilled, experienced teacher, mentorship programs are being developed and refined. One such program has been developed and is currently being implemented and evaluated through the collaborative efforts of teacher educators from the University of St. Thomas, St. Paul, Minnesota, and staff from a suburban district in Bloomington, Minnesota. The program, one of 11 sites funded in 1988 by the Minnesota State Department of Education, provides for specific training, support, and frequent formal and informal contacts that stimulate professional growth and have positive effects on the learning environment. In January 1989, 26 mentors and 29 mentees were surveyed regarding the program's effects on the learning environment. All respondents agreed that the program has positively affected the learning environment. Both mentors and mentees indicated an increase in the use of new teaching technologies, increased positive self-image, greater awareness of students' learning, development of motivational techniques, and more effective use of classroom management techniques. Other improvements included increased use of enrichment activities, enhanced professionalism, improved classroom communication, and overall use of better instructional practices. (17 references) (MLH)

Accreditation Standards, job stress, locus of control, age, and gender are reported in this paper. Objectives of the study were to develop a measure of stress related to the Alabama Performance-Based Accreditation Standards and to determine the amount of variance in educator burnout that could be attributed to the above variables. A battery of pencil and paper instruments were administered to 65 out of 128 elementary and secondary principals and to 242 out of 445 teachers, an overall response rate of 53.6 percent. Findings demonstrate a strong positive relationship between job stress and both emotional exhaustion and depersonalization burnout and a strong negative relationship between job stress and personal accomplishment. Meaningful contributors to burnout included job overload, subordinate and superordinate relationships, and salary. Educators with external control orientations reported less job stress than those with internal control orientations. Peer relationships, age, and gender had no significant effects on burnout. Recommendations are made for the training of administrators to help teachers, the inclusion of stress management courses in educational administration and provision of teacher resources, and increased community financial support. Ten tables are included. (5 references) (LMI)

ED 333 558   EA 023 063

Keller, Joyce
Grouping and Achievement: A Systems Approach.
PUB DATE - 91
NOTE - 13p.; This research was funded by the Sid Richardson Foundation, Fort Worth, Texas.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Academic Achievement; Community Resources; *Community Support; Elementary Education; *Grouping (Instructional Purposes); *Instructional Program Divisions; Nontraditional Education; School Support; *Student Placement
IDENTIFIERS - *Texas

The practice of student grouping from the perspective of critical school district involvement in the proposed program is examined in this report, with a focus on the relationship between grouping program outcomes and the degree of district support. Four school districts in Texas participated in two substudies: the first examined the performance of 176 high-ability third- through fifth-graders in a magnet school, a continuous progress district, and traditional schools, and the second examined the mathematics performance of 223 lower general ability fifth-graders in a continuous progress district, nongraded school, Chapter 1 school, and cluster-grouped program. Pre- and post-tests were administered to the children in each study. Continuous program students consistently ranked at the top in areas of mathematics, computational skills, and conceptual skills mastery, suggesting that district commitment is crucial for student achievement despite the grouping practice utilized. Seven tables are included. (11 references) (LMI) to develop internal and external support structures and an assessment center. Because local policy and changes in policy are the result of interaction between many events and activities, the history of critical decisions within a school and their impacts on the improvement process must be examined to obtain information about the underlying justification process. (24 references) (LMI)

ED 333 579   EA 023 093

Gougeon, Thomas D.
Principal-Teacher Cross Gender Communication: A Replication Study.
SPONS. AGENCY - Calgary Univ. (Alberta).
PUB DATE - 91
NOTE - 27p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Kingston, Ontario, Canada, June 1991). For the original study, see EA 023 094.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Administrator Evaluation; *Communication (Thought Transfer); Elementary Secondary Education; Foreign Countries; Leadership; *Leadership Styles; *Principals; *Sex Differences; Social Control; *Teacher Administrator Relationship
IDENTIFIERS - *Alberta; *Cross Sex Interaction

Differences between male and female teachers' perceptions of male and female principals, with a focus on principals' motivation and social control communication styles, are explored in this report. Social control communication was categorized into two factors--motivation and orientation. As a replication of a study conducted in Washington State, 399 teachers and 20 principals from 20 public schools in the Province of Alberta were surveyed to determine how teachers experienced their principal during communication episodes when the principal expressed expectations. Ten principals, 5 male and 5 female, were "shadowed" for a day to gather field data through observation, interviews, and document analysis. The findings indicated the existence of a cross-gender effect on teacher and principal communication. Teachers experienced female principals as being more positive communicators than male principals, using extrinsic and intrinsic reward structures. Male teachers did not perceive female principals to use threats or sanctions as often as did male principals. Compared with previous literature findings, the results demonstrate the existence and importance of separate gender realities. The recommendation is made for better understanding the differences between male and female experiences. One figure and four tables are included. (14 references) (LMI)

Gifted in Egalitarian Australia and Winners of the MERF Awards for Excellence--Fall 1988; (6) Science and Society: Our Critical Challenges; Proceedings of Colloquium IV (Austin, Texas)--Spring 1989; (7) (Focus on Kazimierz Dabrowski, Psychiatrist)--Fall 1989; (8) Mentors: Did You Have One? Could You Be One? and Gifted and Handicapped: Not an Oxymoron--Spring 1990. (AA)

ED 333 601   EC 300 306

Swearingen, Dorothy L.

Adaptive Behavior as a Unique Variable in the Assessment of Gifted Children.

PUB DATE - Apr 91

NOTE - 18p.; Paper presented at the Annual Meeting of the American Education Research Association (72nd, Chicago, IL, April 3-7, 1991).

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Reports - Research/Technical (143)

DESCRIPTORS - *Adjustment (to Environment); Behavior Rating Scales; *Daily Living Skills; Elementary Secondary Education; Evaluation Methods; *Gifted; *Intelligence Quotient; Preschool Education; Student Evaluation

IDENTIFIERS - Vineland Adaptive Behavior Scales

This study examined the application of adaptive behavior assessment to a gifted population. It addressed the following questions: (1) "What is the nature of adaptive behavior in gifted children?"; (2) "With which adaptive behaviors does intelligence quotient correlate?"; (3) Are there adaptive behaviors that distinguish the above IQ groups from each other?". The Vineland Adaptive Behavior Scale was administered to 168 children, ages 2 to 16, who were grouped into four groups based on IQ scores and ranging from average to highly gifted (IQ 148 to 192). Findings suggest that adaptive behavior and IQ are distinct from each other and may be considered unique variables for this population. Results also indicated that the adaptive behavior of highly gifted children may be different from that of other children. Adaptive behavior correlated moderately with IQ for this group but did not correlate significantly with IQ for the other groups. Little in adaptive behavior subdomain scores was predictive of IQ. Findings suggest the value of adaptive behavior assessment as a source of additional information in the evaluation of children of all abilities. (DB)

Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 91
NOTE - 3p.; Based on "A Theoretical Framework for Bilingual Special Education" by Jim Cummins (Exceptional Children, October 1989, Vol. 56, No. 2, pp. 111-119, EJ 399 079).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Classroom Environment; *Cultural Awareness; Elementary Secondary Education; *Learning Problems; Limited English Speaking; Minority Group Children; Teaching Methods
IDENTIFIERS - *Empowerment; ERIC Digests; *Language Minorities

This digest describes ways in which professionals who work with culturally and linguistically diverse students with disabilities can create an educational climate that accepts and respects the language and culture of its students and empowers them to feel confident enough to risk getting involved in the learning process. Methods of creating such an educational climate include: (1) incorporating minority students' language and culture into the school program; (2) encouraging minority community participation as an integral component of children's education; (3) allowing students to become active generators of their own knowledge; and (4) using an advocacy orientation in the assessment process. (11 references) (JDD)

ED 333 623 EC 300 374

Duran, Elva
Functional Language Instruction for Linguistically Different Students with Moderate to Severe Disabilities. ERIC Digest #E501.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 91
NOTE - 3p.; Based on an article by Elva Duran, "Functional Language instruction for the Handicapped or Linguistically Different Students," Journal of Reading Improvement, Vol. 25, no. 4 (1988), p.265-268.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Cultural Differences; *Disabilities; Elementary Secondary Education; Instructional Effectiveness; Language Acquisition; *Limited English Speaking; *Second Language Instruction; Severe Disabilities; Spanish Speaking; Teaching Methods
IDENTIFIERS - ERIC Digests; *Functional Context

This digest explains how functional language instruction can be made useful for persons with moderate to severe disabilities who are also culturally and linguistically different. It further explains how vocabulary and cultural information of the Spanish-speaking student can be included in functional language instruction for students who are from different cultural groups. The digest defines functional language instruction, outlines use of an ecological inventory to determine language needs, offers a classroom example, describes how to choose vocabulary for functional language instruction, and notes the importance of continuing parent-school communication. The digest concludes that children who receive functional and context-embedded language instruction are more likely to have a positive attitude about learning and a heightened self-concept. (Six references) (JDD)

ED 333 624 EC 300 375

Legislative History of Public Law 101-336. The Americans with Disabilities Act. Volumes 1-3. Prepared for the Committee on Education and Labor. U.S. House of Representatives, One Hundred First Congress. Second Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE - Dec 90
NOTE - 3,075p.; Serial Nos. 102-A-C. A large portion of the document contains small print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF29 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Civil Rights Legislation; Court Litigation; *Disabilities; Employment Opportunities; *Equal Facilities; *Equal Opportunities (Jobs); *Federal Legislation; Federal Regulation; Public Facilities; Social Discrimination; Telecommunications
IDENTIFIERS - *Americans with Disabilities Act 1990

Documents pertaining to the legislative history of Public Law 101-336, the Americans with Disabilities Act, are compiled. The compilation begins with the text of the law (which is designed to prohibit discrimination on the basis of disability) including its five titles (employment, public services, public accommodations

ED 333 643 EC 300 396

Family Centered Care. Triennial Report 1986-1989.
Michigan State Dept. of Public Health, Lansing, MI. Div. of Services to Crippled Children.
PUB DATE - Sep 90
NOTE - 36p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Administration; Clinical Diagnosis; Community Programs; Delivery Systems; *Disabilities; *Financial Support; *Health Services; *Medical Services; Services; *State Programs
IDENTIFIERS - Medicaid; Michigan

The report describes services, administration, and future directions of the Children's Special Health Care Services program, part of the Michigan Department of Public Health. Division programs are carried out at local, regional, and state levels and provide: preventive services (through generic and newborn screening services and neonatal intensive care programs); free diagnostic evaluations; medical care and treatment services (providing all or partial payment for hospital and outpatient care); locally-based services (community based support to chronically ill and handicapped children and their families); a specialized home care program (assistance to families caring for their children with complex needs at home); a parent participation project (parent peer support networks and parent feedback). Funding comes from state funds (51%), Medicaid (30%), and Child Health Block Grants (17%). More than 16,000 children were served during 1988-89 and an additional 12,000 children received diagnostic evaluations. Future directions are intended to: strengthen family-centered, community-based, coordinated care structures; implement methods to assure delivery of quality care; improve administrative and operational efficiency through better automated data systems; and increase responsiveness to the needs and concerns of families and providers. Appended are tables detailing numbers of children served and expenditures by locality and diagnosis. (DB)

ED 333 644 EC 300 397

Marks, Linda; Rousso, Harilyn
Barrier Free: Serving Young Women with Disabilities.
YWCA of New York City, NY.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 58p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Attitude Change; Career Exploration; *Community Programs; Consciousness Raising; *Disabilities; *Females; Hearing Impairments; Independent Living; Physical Disabilities; Role Models; Sexuality; *Social Integration; Staff Development; Visual Impairments; Young Adults

The manual is intended to assist community agencies to fully integrate young women with physical or sensory disabilities in community programs and activities provided for nondisabled youth. It provides six training modules, two designed to help staff members examine their attitudes about working with disabled young women and four focusing on special issues facing this youth

ED 333 664 EC 300 420

Walsh, James M.
Student, Teacher, and Parent Preference for Less Restrictive Special Education Models--Cooperative Teaching.
PUB DATE - Apr 91
NOTE - 21p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Administrator Attitudes; Comparative Analysis; Delivery Systems; *Disabilities; *Mainstreaming; Outcomes of Education; *Parent Attitudes; Secondary Education; Special Classes; Student Attitudes; *Teacher Attitudes; *Team Teaching
IDENTIFIERS - Anne Arundel County Public Schools MD

This study investigated the preferences of parents, teachers, and students regarding the relative benefits of a cooperative teaching (general educator/special educator in a general education classroom) service model in comparison to a special education "pull-out" model. A cooperative teaching model was implemented in four public secondary schools, during the 1989-90 school year, in Anne Arundel County (Maryland). A questionnaire was administered to special education students (N=97), parents (N=26), pairs of co-teachers (N=21), and building administrators (N=3) comparing the co-teaching experience with the previous year's special education classroom placement. Results indicated that participants preferred a co-taught service delivery model over a "pull-out" model. Special education students enjoyed school more, learned more, and felt better about themselves in the co-taught general education classroom. The survey found no negative impact indicated by the co-taught special education student in terms of experiencing less time to finish school work, fear in asking questions, or additional behavior problems in the general education classroom. (Includes 18 references) (JDD)

ED 333 665 EC 300 421

Cunconan-Lahr, Robin
The Americans with Disabilities Act: Educational Implications and Policy Considerations.
PUB DATE - Apr 91
NOTE - 31p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Civil Rights; *Disabilities; Educational Change; Educational History; Educational Legislation; Education Work Relationship; Elementary Secondary Education; Employment; *Federal Legislation; Mainstreaming; Postsecondary Education; Public Education; Public Facilities; *Public Policy; *Social Integration; Student Rights; Telecommunications; Transitional Programs; Values
IDENTIFIERS - *Americans with Disabilities Act 1990

This paper provides a historical and current perspective on civil rights and public education of students with disabilities, and offers an overview of the five sections of the Americans with Disabilities Act of 1990 (employment, public services, accommodations and services operated by private entities, telecommunications relay services, and miscellaneous provisions). It summarizes the relationship between the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The

ED 333 684 EC 300 440

Vanderheiden, G. C.; And Others
Trace Authored Papers-AOTA 1989-90.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 90
NOTE - 22p.; A product of the Trace Research and Development Center on Communication, Control and Computer Access for Handicapped Individuals.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - General (020), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Communication Aids (for Disabled); Computer Software Development; Databases; *Disabilities; *Evaluation Methods; *Graduate Study; Microcomputers; *Occupational Therapy; *Rehabilitation; Specialization; Staff Role; Technology
IDENTIFIERS - ABLEDATA Database; *Augmentative Communication Systems; University of Wisconsin Madison

This document brings together four papers from the American Occupational Therapy Association Forum, authored by individuals affiliated with the Trace R & D Center on Communication, Control and Computer Access for Handicapped Individuals. "The Critical Role of Occupational Therapy in Augmentative Communication Services," by Jenifer Angelo and Roger O. Smith, discusses the role of the occupational therapist in technology application and training of such functions as seating/positioning, mobility, input/control interfaces, output/display interfaces, conversational systems, and writing systems. "Computerizing a System for Integrating and Reporting Functional Assessment" by Roger O. Smith outlines the development of a theory-based functional assessment paradigm and an instrument to advance occupational therapy functional assessment that would allow therapists to collect data using any reliable, valid evaluation. "Technology Specialization for Occupational Therapists: Techspec Education Model," by Robert C. Christiaansen and others, describes a University of Wisconsin-Madison project to provide educational opportunities for occupational therapy students in the area of assistive and rehabilitation technologies. "Hyper-ABLEDATA: An Overview" by Marian Hall and Gregg C. Vanderheiden describes the special features of a microcomputer format of the ABLEDATA database of information on products useful to persons with disabilities. (JDD)

ED 333 685 EC 300 441

Trace Authored Papers from the Annual Conference on Rehabilitation Technology (13th, Washington, D.C., 1990).
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 90
NOTE - 19p.; A product of Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - General (020), Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Accessibility (for Disabled); Blindness;

ED 333 703 EC 300 471

O'Connor, Therese J.; And Others
Parents as Partners in the Education of Deaf Children.
PUB DATE - 31 Jul 90
NOTE - 13p.; Paper presented at the Meeting of the International Congress on Education of the Deaf (17th, Rochester, NY, July 29-August 3, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Child Rearing; *Deafness; Elementary Secondary Education; Minority Groups; *Parent Education; Parent Participation; *Parent School Relationship; Parochial Schools; Preschool Education; Program Implementation; *Social Support Groups; Social Work; *Special Schools; Transportation; Urban Education
IDENTIFIERS - *Saint Josephs School for the Deaf NY

This paper describes the Parent Services Program offered at Saint Joseph's School for the Deaf (New York) which has a 92% minority population student body. The Parent Services Program utilizes three social workers to meet emotional and informational needs of the parents, through work with the immediate family initially and subsequently the extended family. Specific meetings focus on informative topics related to deafness or topics related to parents' feelings. Parents are grouped according to age levels of the children. Programs include a class in Exact English Signing, an English as a Second Language group, and an Evening Support group. Additional services include van transportation to meetings and a monthly newsletter which addresses deafness, deaf culture, and community services. All aspects of the program are designed to help parents become active participants in their children's development. (DB)

ED 333 704 EC 300 472

Scaramella-Nowinski, Valerie L.
Systemic Analysis of Brain Mechanisms Underlying Learning Disabilities: An Introduction to the Brain Behavior Relationship.
PUB DATE - 1 Apr 91
NOTE - 9p.; Paper presented at the Conference of the Learning Disabled of America Association (Chicago, IL, February 27-March 2, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Affective Behavior; Attention; Check Lists; Classification; *Clinical Diagnosis; Cognitive Processes; Elementary Secondary Education; *Interdisciplinary Approach; Intervention; *Learning Disabilities; Memory; Minimal Brain Dysfunction; Motion; Neurology; Neuropsychology; Perception; Screening Tests

The paper presents a discussion of human mental processes as they relate to learning disabilities. Pathognomonic symptoms associated with disturbances to brain areas or functional systems are discussed, as well as treatment procedures. This brain behavior relationship is offered as a basis for a classification system that is seen to more clearly define attention and learning disabilities and to afford more precise and reliable strategies for diagnosis and treatment. Ninety-two symptoms are grouped in a screening checklist format for the areas of attention, perception, mood, memory, and movement. A multidisciplinary treatment approach

ED 333 725 FL 019 214

Leitner, David
Japanese Language Magnet Program. 1989-90 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE - Dec 90
NOTE - 36p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Cultural Education; Elementary Education; *Immersion Programs; *Japanese; *Magnet Schools; Parent Attitudes; Parent Participation; Participant Satisfaction; *Program Development; Program Effectiveness; Program Evaluation; School Holding Power; *Second Language Programs; Student Characteristics; Uncommonly Taught Languages
IDENTIFIERS - *Portland School District OR

The first year of the Japanese Language Magnet Program, an elementary school immersion program providing a total language experience in a multicultural setting, is evaluated. The evaluation study assessed the program in terms of program planning, student population, and parent involvement. Data were gathered through interviews, document analysis, surveys, classroom observation, and a literature review on immersion programs. Results suggest several major conclusions: (1) the program was successfully planned and implemented, with the necessary steps in the planning cycle followed; (2) it obtained a student population representative of the school district's population for gender and ethnic balance; (3) the anticipated problem of attrition did not occur, and no students withdrew from the program; (4) parents of participating students were generally satisfied and supported both program and school activities; (5) while Japanese language acquisition was not assessed at this time, students were observed to speak and respond in Japanese words and phrases when spoken to, and displayed behaviors indicative that they had gained understanding of the Japanese culture, including norms and values. Recommendations for program improvement include developing a scope and sequence for Japanese acquisition and formal monitoring of student progress in English and Japanese. (MSE)

ED 333 726 FL 019 215

Weiser, Ernest L., Ed.; And Others
Foreign Languages: Improving and Expanding Instruction. A Compendium of Teacher-Authored Activities for Foreign Language Classes.
Florida Atlantic Univ., Boca Raton.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - May 90
NOTE - 295p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Audiovisual Aids; *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); Inservice Teacher Education; Instructional Improvement; Intermediate Grades; *Lesson Plans; Secondary Education; *Second Language Instruction; *Teacher Developed Materials

This collection of 98 lesson plans for foreign language instruction is the result of a series of eight Saturday workshops focusing on ways that language teachers can develop their own communicative activities for application in the classroom. The lessons were produced by 30 foreign language teachers, each of whom was required to write a brief report on how techniques and methods of

ED 333 747 FL 019 246

Griffin, Patrick
Characteristics of the Test Components of the IELTS Battery: Australian Trial Data.
PUB DATE - Apr 90
NOTE - 17p.; Paper presented at the Regional English Language Centre Seminar on Language Testing and Language Program Evaluation (Singapore, April 9-12, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *English (Second Language); Foreign Countries; Grammar; Interrater Reliability; *Language Tests; Listening Skills; Reading Tests; Speech Skills; *Test Construction; Testing; *Test Reliability; *Test Validity; Vocabulary; Writing Tests
IDENTIFIERS - *Australia; *International English Language Testing System

Results of the International English Language Testing System (IELTS) battery trials in Australia are reported. The IELTS tests of productive language skills use direct assessment strategies and subjective scoring according to detailed guidelines. The receptive skills tests use indirect assessment strategies and clerical scoring procedures. Component tests in reading, writing, listening, speaking, and grammar and vocabulary were developed by international teams for use in measuring English language competence and identifying suitable candidates for study in English-language-medium programs. The report describes the trial subject sample and test component characteristics, and presents and discusses detailed statistical results for each test item, reliability statistics, and data on inter-test correlations and interrater reliability. The grammar and vocabulary component was removed from the test, and some item deletions are noted. A brief list of references is supplied. (MSE)

ED 333 748 FL 019 247

Griffin, Patrick E.
Monitoring Proficiency Development in Language.
PUB DATE - Jul 89
NOTE - 18p.; Paper presented at the Annual Meeting of the Modern Language Teachers Association of Victoria (Victoria, Australia, July 10-11, 1989). Contains small type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Elementary Secondary Education; Foreign Countries; *Language Proficiency; *Language Tests; Second Language Instruction; *Second Language Learning; *Skill Development; Testing; *Test Use

The Victorian (Australia) assessment approach of developing national subject profiles has potential for language assessment. Within each language area, levels of development would be identified and defined by observable language behavior, which could then be tested by a variety of test types. Assessment would be done by teachers in schools using standard assessment tasks, then interpreted according to descriptions provided for each level of proficiency. A project to develop such a test for first language proficiency consisted of workshops with classroom teachers to identify observable behaviors as criteria, intensive observation

ED 333 769 HE 023 858

Planning and Management for Excellence and Efficiency in Higher Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

PUB DATE - Mar 90

NOTE - 5p.; Record of round table discussion at the International Congress on Planning and Management of Educational Development (Mexico City, Mexico, March 26-30, 1990).

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Collected Works - Proceedings (021), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS - *Educational Administration; *Educational Development; Educational Objectives; *Educational Quality; Educational Research; Educational Trends; *Efficiency; *Higher Education; International Education; Planning; Research Needs

IDENTIFIERS - *UNESCO

This round table discussion involved some 50 participants and seven panelists and focused on planning and management for excellence and efficiency in higher education. Basic issues or problems facing higher education were identified including coping with increasing student numbers, raising the quality of teaching, training and research programs, tackling these goals while operating under severe financial constraints, strengthening internationalization in higher education, and securing optimal employability of higher education graduates. The discussion led to the following recommendations for the United Nations Educational, Scientific, and Cultural Organization's proposed Plan of action for research and training on governance, management and administration in higher education: a systematic gathering and dissemination of information on new development in the planning, management, administration and financing of higher education; encouragement of research on planning and management of higher education; an international comparative study on excellence and efficiency in higher education based on micro-level analyses of individual institutions; training programs for key university administrators; encouragement and facilitation of international cooperation in higher education; and research on inter-university cooperation with emphasis on planning, management and implementation. (JB)

ED 333 770 HE 023 961

Making the Grade. The Chemical Bank Study of Colleges, Universities, & Prep Schools.

Chemical Bank, New York, NY. Health Care and Education Finance Group.

PUB DATE - 90

NOTE - 17p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Reports - Research/Technical (143)

DESCRIPTORS - *Banking; Capital Outlay (for Fixed Assets); Declining Enrollment; *Educational Finance; Endowment Funds; *Financial Needs; *Financial Services; *Higher Education; High Schools; Private Education; School Funds; Student Financial Aid

In order to determine the financial concerns and needs of higher education institutions and preparatory schools, 200 telephone interviews were conducted during January and February 1990 with 150 colleges or universities and 50 preparatory schools randomly selected and located in New England and the Mid-Atlantic states. Results showed that schools appear to be stable though facing

ED 333 790 HE 024 635

Agreement between Monmouth College and the Faculty Association of Monmouth College. July 1, 1988-June 30, 1991.
American Association of Univ. Professors, Washington, D.C.; Monmouth Coll., West Long Branch, NJ.
PUB DATE - 30 Nov 88
NOTE - 117p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Academic Freedom; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Equal Opportunities (Jobs); Faculty Evaluation; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; *Private Colleges; Records (Forms); Reduction in Force; Teacher Dismissal; Teacher Employment Benefits; Teacher Promotion; Teacher Salaries; Teacher Strikes; Tenure; Unions
IDENTIFIERS - *AAUP Contracts; American Association of University Professors; *Monmouth College NJ

The agreement between Monmouth College and the Faculty Association of Monmouth College, a chapter of the American Association of University Professors, for three academic years beginning July 1, 1988, is presented. In 19 articles the following topics are covered: recognition; academic rank; equal employment, affirmative action, non-discrimination; academic freedom; procedures in regard to initial appointment, continuance, tenure, and promotion; dismissal for adequate cause; grievance and arbitration; faculty reductions; teaching load, scheduling and other working conditions; salary and other benefits; faculty improvement; leaves of absence; dues deduction; personnel files; association rights, privileges and obligations; management prerogative; no strike clause; miscellaneous; and duration of agreement. An appendix contains the following: a salary scale for 1988-91; a salary step determination table; a 1987-91 salary guide table; a faculty professional information list; three letters of understanding; a summary of procedures and deadlines for promotion; and a summary of procedures and deadlines for tenure candidacy and for tenure. An index is included. (JB)

ED 333 791 HE 024 636

Collective Bargaining Agreement between University of Nebraska at Omaha Chapter American Association of University Professors and the Board of Regents of University of Nebraska for the Period July 1, 1989 through June 30, 1991.
American Association of Univ. Professors, Washington, D.C.; Nebraska Univ., Omaha.
PUB DATE - 1 Jul 89
NOTE - 45p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Access to Information; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Equal Opportunities (Jobs); Faculty Evaluation; Faculty Workload; Fringe Benefits; Governance; Governing Boards; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Personnel Policy; Professional Development; Records (Forms); Reduction in Force; Sabbatical Leaves; *State Universities; Teacher Dismissal; Teacher Employment Benefits; Teacher Placement; Teacher Promotion; Teacher Salaries; Teacher Strikes; Tenure; Unions

ED 333 809 HE 024 657

Phillips, Estelle M.; Pugh, D. S.
How To Get a Ph.D.: Managing the Peaks and Troughs of Research.
PUB DATE - 87
NOTE - 161p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Degree Requirements; *Doctoral Dissertations; *Doctoral Programs; Educational Environment; Foreign Countries; *Graduate Study; Higher Education; Research Papers (Students); Research Skills; *Student Research; Supervision; Teacher Student Relationship
IDENTIFIERS - United Kingdom

This book provides a practical, realistic understanding of the process of doing research for a doctorate degree (Ph.D.) from a British viewpoint. The work discusses many issues often left unconsidered, such as the emotional investment made by students and its effects, the skills required by an effective supervisor, and the importance of time. The book's first aim is to help students understand and achieve the tasks necessary to complete the doctorate successfully. It also aims to assist academic administrators in making decisions about the appropriate structure of education for research at this level. Among the chapters are discussions concerning Ph.D. qualification and getting into the system, how to do research, the form of a Ph.D. thesis, how to manage the supervisor as well as how to supervise, the formal procedures of a Ph.D. program, and the limitations of the present doctoral degree-granting system. In addition, there is a discussion concerning how to survive in a predominantly British, white, male, full-time academic environment. Contains 33 references and an index. (GLR)

ED 333 810 HE 024 658

Jordan, Thomas E.
Measurement and Evaluation in Higher Education: Issues and Illustrations.
PUB DATE - 89
NOTE - 180p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Accountability; Case Studies; *College Outcomes Assessment; *Educational Quality; Educational Testing; Evaluation Research; *Evaluation Utilization; *Higher Education; Institutional Research; Program Effectiveness; *School Effectiveness; Student College Relationship

This book approaches the theory and practice of assessment with an overview of the condition of American higher education, addressing its scope, objectives, and diversity. From that base, the book explores the challenges which society poses to campuses in terms of justification of expenditures and demonstration of tangible outcomes. It discusses the impact of the college experience on young people; examines strategic planning and the bringing together of the school's aspirations and projected resources into a single, integrated set of activities; and considers the evaluation of the academic program itself. Further, the book explores the assessment of student educational outcomes and the use of the assessment process at the institutional level to

ED 333 829 HE 024 685

Cohen, Audrey C.
The Third Alternative. New Edition.
College for Human Services, New York, N. Y.
PUB DATE - 88
NOTE - 33p.; For a related document, see HE 024 687.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Access to Education; *Competency Based Education; *Educational Change; Educational Objectives; *Educational Philosophy; Futures (of Society); *Higher Education; Job Performance; Models; *Professional Training; Service Occupations; Service Workers; Theory Practice Relationship; *Vocational Education; Vocational Evaluation
IDENTIFIERS - *College for Human Services NY

The recent development of a service society where a majority of occupations are service related has called for of a new model for higher education, a departure from the traditional universities modeled on the medieval ideal and the recent variations on that model. This new model, the third alternative, is a performance based system that integrates theory with practice, assumes that the professional is primarily responsible to the client rather than simply to supervisors or to a bureaucracy, and that professional competence must be redefined in broad, humanistic terms. This model is more egalitarian than earlier models because it recognizes that ability and effectiveness are built on more than academic skills. This model has been implemented at the College for Human Services in New York. The curriculum includes a major role for the client in setting and strengthening performance standards, periodic assessment of professionals throughout their working lives, and a blend of theory and practice. Eight generic competency areas, or "crystals" serve as an organizing principle for the curriculum. Faculty in this setting function in the service setting as well as within the institution. Assessment instruments, a series of Constructive Actions, allow the students to evaluate their progress. Twenty four foot-notes and a chart showing the Eight Competency Crystals are included. (JB)

ED 333 830 HE 024 687

Cohen, Audrey C.
The Service Society and a Theory of Learning Linking Education, Work, Life.
College for Human Services, New York, N. Y.
PUB DATE - 89
NOTE - 48p.; This paper is a revised version of a paper originally given at a symposium, "Policy Issues in Educating for New and Emerging Careers" held at The Pennsylvania State University on May 5 and 6, 1976; see ED 164 544. For a related document, see HE 024 685.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Competency Based Education; Curriculum Design; *Educational Change; Educational Objectives; *Educational Philosophy; *Education Work Relationship; Evaluation Methods; *Higher Education; Job Performance; Nontraditional Education; Professional Training; Service Occupations; Service Workers; *Social Change; Theory Practice Relationship; Vocational Education; Vocational Evaluation

ED 333 849 HE 024 709

Mc-Daniel, Olaf C.
Towards a European Higher Education Policy? Possibilities and Potentialities.
Netherlands Ministry of Education and Sciences, The Hague.
PUB DATE - 5 Oct 90
NOTE - 47p.; Paper presented at the Conference of the European Association of Research and Development in Higher Education (6th, October 1-5, Berlin, Germany). For related documents, see HE 024 704-708.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Delphi Technique; *Educational Policy; Educational Quality; *Educational Trends; Financial Support; Foreign Countries; Government Role; *Government School Relationship; *Higher Education; Institutional Autonomy; Institutional Cooperation; International Cooperation; *International Educational Exchange; International Programs; Political Influences
IDENTIFIERS - *Europe; European Community; *Internationalism; United States

One of a series of studies related to the Delphi research project: "Policy Instruments for Higher Education in the Western Europe of the Future", this paper presents the issue of internationalization of European higher education through three types of data. First, analysis of present European Community (EC) initiatives on education showed that a number of successful programs have already developed. However, the next stage of cooperation cannot be established without coordination between the higher education structures within various countries. Second, an analysis of the results of a survey of 700 experts from 17 countries concluded that for some areas the expectations for a European higher education policy are auspicious. Yet, another layer of bureaucracy may not help produce quality higher education. A review of the United States higher education structure in which the states have primary responsibility while the federal government imposes some policies, found that such a structure may serve as a model. But, conditions in Europe may not be favorable for such a system. The results of these examinations indicate that the current changes in Europe call for a supra-national higher education policy, that a supra-national body should have a stimulating, not administrative function, and that there exit several important obstacles to this type of education policy. Notes and 33 references are included. (JB)

ED 333 850 HE 024 710

Federally Funded Research: Decisions for a Decade. Summary.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE - Apr 91
NOTE - 54p.; For the complete report, see HE 024 711.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - Data Collection; Decision Making; Engineering Education; Engineering Technology; *Financial Needs; *Financial Support; *Government Role; Higher Education; Long Range Planning; *Policy Formation; *Research Needs; Research Projects; *Resource Allocation; Science and Society; Science Education; Technological Advancement; Trend Analysis

This report provides a summarized version of a larger study

ED 333 868 IR 053 548

BIS Handbook: An Organizational Manual & Directory. 1990-1991.
Association of Coll. and Research Libraries, Chicago, IL.
Bibliographic Instruction Section.
PUB DATE - 90
NOTE - 40p.; For the 1989 edition, see ED 311 899.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Academic Libraries; Committees; Guidelines; Higher Education; *Library Associations; *Library Instruction; Organizational Development; Organizational Objectives; *Organizations (Groups); Research Libraries

Since its founding in 1978, the Bibliographic Instruction Section (BIS) of the Association of College and Research Libraries (ACRL) has published an annual guide that serves as the organizational handbook and directory of BIS officers and committee members. This directory opens with a capsule history of the origins and early years of BIS written by Miriam Dudley of the University of California at Los Angeles. This contribution describes the functions, programs, interests, and various committees of BIS. A description of the organizational structure includes an organizational chart, beginning with the American Library Association and branching out to the 5 standing committees and 10 ad hoc committees; discusses the relationship of BIS to ACRL; and mentions other bibliographic instruction committees within the American Library Association (ALA). Information is also provided on BIS bylaws and procedures, required meetings, and the responsibilities of BIS officers and committees. A description of BIS activities and resources includes lists of chairpeople and recipients of the Miriam Dudley Librarian of the Year Award, as well as an annotated list of BIS annual meeting programs from 1978 through 1990 and a selected bibliography of publications. Descriptions of each of the standing and ad hoc committees, together with names of key contacts, are also presented. Addresses and phone numbers are included in an alphabetical listing of the officers, committee, and task force members. Sample committee volunteer forms conclude the document. (MAB)

ED 333 869 IR 053 589

Smith, Ruth S.
Getting the Books Off the Shelves. Making the Most of Your Congregation's Library. Second Revised Edition. CSLA Guide No. 12.
Church and Synagogue Library Association, Portland, OR.
PUB DATE - 91
NOTE - 49p.; Supersedes the 1985 Revised Edition, ED 314 071. Photographs may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Community Involvement; Library Collections; Library Personnel; *Library Planning; *Library Services; Organizational Objectives; *Outreach Programs; *Publicity; User Needs (Information)
IDENTIFIERS - *Church Libraries

This second revised edition of a guide to promoting and attracting users to a church library retains most of the material of the previous edition, adds new material, and updates the references.

ED 333 886   IR 053 630

Proceedings of the Annual Conference of the International Association of School LIbrarianship (19th, Umea, Sweden, July 8-12, 1990).
International Association of School Librarianship, Kalamazoo, Mich.
PUB DATE - Mar 91
NOTE - 303p.; Conference theme: "Bridging the Differences." For the 1986 and 1989 conference proceedings, see ED 285 606 and ED 324 033.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Awards; Elementary Secondary Education; Foreign Countries; High Risk Students; *Learning Resources Centers; *Library Role; *Library Services; Literacy Education; Media Specialists; Multicultural Education; Public Relations; *School Libraries; Second Language Learning; Talking Books; Teleconferencing
IDENTIFIERS - Librarian Teacher Cooperation

This conference report contains 32 presented papers: "Talking Books for Children in Sweden in Libraries and Schools" (L. Bergman); "At-Risk Students: How Do School (Library) Systems Respond?" (G. R. Brown); "Providing School Library Services to Immigrant Populations" (K. W. Craver); "Bibliographic Aids for School Libraries" (K. Darling); "The Literature Based Curriculum Bridges the Difference between Students, Librarians and Teachers Forming a Partnership for Learning" (V. J. Downes); "Cooperative Learning Activities in the Library Media Center" (L. S. J. Farmer); "Catering to the Special Needs of Mature Age Students in a Senior College in Western Australia" (N. A. Greeve); "Communication between Children and Adults, Based on Literature on Topics of Life Together and Problems of Drugs" (S. Hansen); "The Relationship between the Swedish Institute for Children's Books and Building Bridges of Understanding" (J. Hansson); "Integrating Library-Media Services for ESOL Students" (J. Hardy); "Grand Schemes and Nitty-Gritty Details: Library Public Relations That Works" (D. H. Heller); "To Conquer a Language" (A. Holm); "Combined Strength--Combined Libraries" (M. Koldenius & L. Limberg); "How Can We Integrate Libraries in the School Curriculum?" (B. Kuhne); "Building Bridges between the Library and the Principal's Office" (L. LaRocque & D. Oberg); "Language and Identity" (G. Lundgren); "Using Folklore as a Teaching Tool To Bridge the Gap between Cultures" (L. Monprode-Holt); "A Basic Educational Media Course for Library/Media Specialists and Teachers" (E. F. Newren); "Fiction and Facts: Reading Novels Is Building Bridges between Cultural, Ethnical and Geographical Differences" (U. Nilsson); "Cooperation between Public and School Libraries in Norway" (E. Oyno); "Book Awards Chosen by American Children" (M. A. Paulin); "Bridging the Gap from the Oral Tradition to the Printed Word" (M. Rainey); "Coming of Age in the Caribbean" (A. Robertson & C. Robinson); "Taming Teleconferencing Technology To Create Equal Opportunities in Australian School Libraries" (L. Rushby & P. Lupton); "Giving Life to Knowledge" (B. Siberg); "International Understanding through Literature" (T. E. Stautland & K. Sundgren-Torneus); "Literacy and the School Library: Librarians and Teachers Together Against Illiteracy" (C. Stenberg); "Want To Read--Want To Write--Children's Day in Porsgrunn" (K. Tveitereid); "Resource Sharing in ASEAN Schools with Special Reference to Malaysia" (R. Vias & A. Lee); "The Potential of Telecommunications in the Library Media Center" (P. Wahlgren); "Bridging the Differences between Generations" (L. P. Wood); and "School Libraries in a Multicultural Society: An Australian Experience" (H. M. Yee). Reports from the general meeting and a participant

ED 333 905 JC 900 338

Data and Characteristics of the Illinois Public Community College System.
Illinois Community Coll. Board, Springfield.
PUB DATE - May 90
NOTE - 163p.; For the 1988-89 report, see ED 305 972. Document contains small type and may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - Administrators; College Faculty; College Programs; *Community Colleges; Construction Programs; *Educational Facilities; *Educational Finance; *Enrollment; Financial Support; Full Time Equivalency; School Personnel; *School Statistics; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS - *Illinois

This document is the tenth publication of a comprehensive data book by the Illinois Community College Board (ICCB). The document contains data and characteristics of the Illinois public community college system and is designed to serve as a basic reference. No analysis of the data is provided in the document. The data were obtained from various surveys and studies conducted by ICCB staff and from the colleges' annual MIS submissions. The document is divided into five major sections, providing information about students, faculty and staff, annual enrollments, operating finance, and facilities data. The document contains annual data for fiscal year 1989 and fall term data for 1989 (fiscal year 1990). Enrollment data, faculty and staff data, budgeted operating finance data, and facilities data use fiscal year 1990 data, while fiscal year 1989 data is used for audited financial data, unit cost data, annual enrollments, and graduate data. Several tables summarize data from more detailed reports which have been published separately. (JMC)

ED 333 906 JC 900 524

Kappner, Augusta Souza; And Others
Model Programs for Retaining and Promoting Minorities and Women and Increasing Minority Student Retention and Success.
PUB DATE - 10 Jul 90
NOTE - 69p.; Papers presented at the Annual International Conference of the League for Innovation in the Community College on Leadership Development (2nd, San Francisco, CA, July 8-11, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150), Collected Works - General (020)
DESCRIPTORS - *Affirmative Action; Community Colleges; *Equal Education; *Equal Opportunities (Jobs); Faculty Development; *Females; Minority Group Influences; *Minority Groups; *Minority Group Teachers; Program Descriptions; School Holding Power; Student Recruitment; Teacher Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS - City University of New York Manhattan Comm Coll

Efforts undertaken to meet the challenge of diversity at the City University of New York's Borough of Manhattan Community College (BMCC) are described in this five-part conference presentation. In the first part, BMCC's president, Augusta Souza Kappner, provides an overview of the ethnic and demographic composition of the college's student body and faculty, and of its model programs

ED 333 923 JC 910 315

Friedel, Janice Nahra; And Others
A Survey of Environmental Scanning in U.S. Technical and Community Colleges.
PUB DATE - May 91
NOTE - 30p.; Paper presented at the Annual Conference of the Association for Institutional Research (31st, San Francisco, California, May 26-29, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - College Planning; Community Colleges; *Data Collection; Demography; *Environmental Influences; *Institutional Environment; Institutional Research; Long Range Planning; National Surveys; *Research Methodology; Research Needs; *Research Utilization; Technical Institutes; Two Year Colleges
IDENTIFIERS - *AIR Forum; *Environmental Scanning

In spring 1991, a survey was conducted of 991 community and technical colleges nationwide to determine the extent to which they engaged in environmental scanning (ES) activities. In particular, the study sought to identify those institutions that currently conduct environmental scans; the nature of the links between ES and program development, evaluation, budgeting functions, and strategic planning; the personnel involved in ES; and institutions that could serve as ES resources to other colleges. Study findings, based on a 60.2% response rate, included the following: (1) in response to questions about the nature of the institution's interaction with the outside environment, 60.1% of the respondents indicated that they would "watch out for the likely impact of the environment on the institution"; (2) 41.3% indicated that their college conducts ES; (3) 19.4% of the 350 institutions not currently conducting ES indicated that they expected to initiate ES within the next two years; (4) in ratings of the sophistication of the scanning methods used, only 3.2% of the institutions conducting ES scored the maximum; (5) among institutions conducting ES, 48% reported that the head of institutional research coordinated ES efforts, while 18% cited the chief executive officer; (6) only 8.5% of the institutions conducting ES reported using a specific scanning model; and (7) 55.9% expressed interest in a national ES planning network. Data tables and the survey instrument are included. (PAA)

ED 333 924 JC 910 316

English Institute Content-Based Program Manual.
Canada Coll., Redwood City, CA.
PUB DATE - 91
NOTE - 90p.; Appendix G contains four pages of uneven type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *College Second Language Programs; Community Colleges; *Course Content; *English (Second Language); Guides; Instructional Materials; Lesson Plans; *Program Administration; Second Language Instruction; Two Year Colleges
IDENTIFIERS - *Content Area Teaching

Instructional materials designed for the content-based English as a Second Language program at Canada College's English Institute (EI) are presented in this manual. First, an introduction provides

ED 333 941 JC 910 333

Overholt, Maurice C.
Comparative Financial Statistics for Pennsylvania Community Colleges. Maury Overholt Report. Eleventh Annual Report.
Pennsylvania State Commission for Community Colleges, Harrisburg.
PUB DATE - 91
NOTE - 98p.; Most of the document is printed on colored paper. For the 9th and 10th editions, see ED 318 492 and ED 321 824. For a related document, see ED 330 403.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - Budgets; *Community Colleges; *Educational Finance; Educational Trends; *Enrollment; Expenditure per Student; Expenditures; Financial Audits; Financial Support; Full Time Equivalency; Income; Institutional Characteristics; *Operating Expenses; *School District Spending; School Statistics; State Aid; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS - *Pennsylvania

Prepared to assist Pennsylvania community colleges in analyzing their financial performance in relation to their peers, this report contains financial data for the years 1984-85 to 1991-92. Section I examines reimbursement requests for 1989-90 in terms of enrollments, operating reimbursements for operating and stipend expenses, and capital reimbursements for capital, rentals, and debt service. Section II provides 1990-91 rebudget request data for such items as enrollments, operating net reimbursable costs, state reimbursements, and capital deferred and non-deferred items. The third section provides budget requests for 1991-92 for the same categories as section II. Section IV presents historical systemwide data, including full time equivalent (FTE) enrollments, state reimbursement of operating and capital costs, comparisons of net and gross costs, and capital reimbursements requested versus capital reimbursed, for 1984-85 to 1991-92. Section V provides similar data by individual college, and also includes stipend enrollments by category for fiscal years 1985-86 to 1992-93, and state reimbursement for operating with stipend reimbursement as a percentage of the total for fiscal years 1984-85 to 1993-94. Section VI presents data on operating expenditures by source and by category, capital expenditures by category, book value and replacement value by college, fund balances, and scholarship expenditures and interest. The final section of the report presents data on community college capital projects financed through a local authority or bank, and through the state public school building authority. (JMC)

ED 333 942 JC 910 335

Historical Summary of Enrollments (Fall 1988-90) and Completions (AY1987/88-AY1989/90) for Massachusetts Community Colleges.
Massachusetts State Board of Regents of Higher Education, Boston.
PUB DATE - 91
NOTE - 19p.; In its: Historical Summary of Enrollments (Fall 1988-90) and Completions (AY1987/88-AY1989/90). RPEDS Data Tables. 1991.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS - Age; Associate Degrees; *Community Colleges; Educational Certificates; *Enrollment; *Enrollment Trends; Females; Full Time Equivalency; Longitudinal Studies; *Majors (Students); Males; Minority Groups; State Surveys; *Student

ED 333 959 JC 910 358

Regional Gender Equity/Single Parent Workshops Project.
McGillicuddy (Shirley) & Associates, Sierra Madre, CA.; Mount San Antonio Community Coll. District, Walnut, CA.
SPONS. AGENCY - California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE - 91
NOTE - 144p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Community Colleges; Equal Education; Females; Inservice Teacher Education; Intercollegiate Cooperation; *Nontraditional Students; One Parent Family; Program Design; Program Evaluation; Program Implementation; Resource Materials; School Holding Power; *School Personnel; *Sex Fairness; *Shared Resources and Services; Teacher Workshops; Two Year Colleges; *Vocational Education; Workshops
IDENTIFIERS - *California Community Colleges

The 107 California Community Colleges (CCC) are organized into 9 regions, each served by a regional Gender Equity/Single Parent Coordinator. The role of the coordinators is to improve communications and facilitate resource sharing among the colleges within their region in order to address the needs of and expand services provided to single parents and other nontraditional students. In addition, coordinators work with a task force of representatives from the region's colleges to identify in-service priorities to help vocational education personnel increase enrollment and retention of nontraditional and single parent students in vocational education. Between December 1990 and May 1991, the regional coordinators designed, promoted, conducted, and evaluated eight highly individualized workshops for vocational education instructors, administrators, counselors, and support services staff. Workshop topics included the following: recruitment of more women and single parents into vocational education programs; successful teaching strategies to promote gender equality; and defining equity. This report describes the planning and content of the workshops, and presents the results of workshop evaluations. In addition, the report reviews the roles and responsibilities of the coordinators and details the activities undertaken by the CCC in the appointment and training of coordinators. Appendixes provide a roster of colleges by region; regional coordinator meeting outcomes; regional meeting evaluations; workshop planning procedures; workshop evaluation summaries; and participant summaries. (PAA)

ED 333 960 JC 910 360

Armstrong, William B.; Takahata, Gail
Institutional Effectiveness and the Transfer Function in the San Diego Community College District.
San Diego Community Coll. District, CA. Research and Planning.
PUB DATE - 91
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; *College Transfer Students; Community Colleges; Comparative Analysis; *Educational Mobility; *Enrollment Trends; Ethnic Groups; Grade Point Average; Higher

ED 333 979 PS 019 625

Abidin, Richard R.; Brunner, John F.
The Development of a Measure of the Parenting Alliance.
PUB DATE - Apr 91
NOTE - 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Child Caregivers; Concurrent Validity; *Fathers; *Mothers; Predictive Validity; Preschool Education; Psychometrics; *Sex Differences; Stress Variables; Test Bias; *Test Construction
IDENTIFIERS - Multiple Measures Approach; *Parenting Alliance Inventory; Test Homogeneity

The Parenting Alliance Inventory (PAI) was administered to 186 mothers and 75 fathers with a wide range of socioeconomic backgrounds who had at least one child between 2 and 6 years of age. Subjects were recruited from child care facilities, pediatric practices, and public recreational facilities in central Virginia. Extrafamilial child caregivers provided ratings of each child's adjustment. In addition to the PAI, parents completed the Parenting Stress Index, Parents Attitude toward Child Rearing, Revised Marital Adjustment Scale, Preschool Behavior Rating Scale (PBRS), and the Marlowe-Crowne Social Desirability Scale. The child care providers completed the PBRS and the Behavioral Academic/Self Esteem Scale. Findings suggest that the scale is unidimensional and internally consistent; is not biased on the social desirability of the items; and exhibits concurrent and predictive validity. An examination of the pattern of correlations among variables based on gender revealed some notable differences. One consistent finding across gender was that parenting stress had a significant negative correlation with the perceived strength of the parenting alliance. It is concluded that results of this initial evaluation of the PAI are positive and suggest that the PAI measures the parenting alliance. Replication of the results with a larger sample is necessary before the validity and utility of the measure can be established. (RH)

ED 333 980 PS 019 626

Chen, Chuansheng
American, Chinese, and Japanese Students' Acceptance of Their Parents' Values about Academic and Social Activities.
PUB DATE - Apr 91
NOTE - 11p.; Part of this Paper was presented at the Biennial Meeting of the Society for Research of Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; Comparative Analysis; Cross Cultural Studies; Cultural Differences; High Schools; Intermediate Grades; *Parent Attitudes; Parent Child Relationship; *Social Behavior; *Student Attitudes; *Values
IDENTIFIERS - Americans (United States); Chinese People; Japanese People

This study investigates cross-cultural differences in students' acceptance of their parents' values about education and social activities. It also examines the relation between acceptance of

ED 333 999 PS 019 657

Shimoni, Rena
The Professional Status and Training of Day Care Personnel.
PUB DATE - Apr 90
NOTE - 56p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Certification; *Child Caregivers; Competency Based Education; Day Care; Degrees (Academic); Early Childhood Education; Higher Education; Inservice Education; Postsecondary Education; *Professional Recognition; *Public Opinion; *Social History; *Teacher Education
IDENTIFIERS - *Conceptual Frameworks; Knowledge Bases

This paper advances a framework for conceptualizing the professional status of day care personnel and describes training options for such personnel. The conceptual framework consists of a historical review of day care providers and discussions of the desirability of the service provided by day care centers and the knowledge base required of day care personnel. The discussion aims to provide a perspective for understanding the current status of day care personnel and the dilemmas surrounding current training options. It also highlights the complexity of the day care system and the impossibility of finding easy answers to the problem of staff training and certification. The four approaches to the training of day care personnel reviewed are: (1) in-service training programs; (2) competency-based training models; (3) baccalaureate training programs; and (3) community college diploma or certificate programs. While each of the training options has different professional status implications, the lack of specificity which exists in most state or provincial regulations does not ensure any differentiation in job role, status, or pay, for levels of training. To date, there is little direct evidence of the impact of different content and levels of training on staff behavior or developmental outcomes for children. There are 111 citations. (RH)

ED 334 000 PS 019 659

Shimoni, Rena
A Historical Overview of the Development of Early Childhood Services.
PUB DATE - Apr 90
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Historical Materials (060), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Day Care; *Early Childhood Education; Educational Development; *Educational History; Educational Policy; *Kindergarten; Mothers; *Nursery Schools; Parent Role; Preschool Children; Program Evaluation; Public Schools; Social Class; Social Work
IDENTIFIERS - Froebel (Friedrich); Owen (Robert); *Project Head Start; *Social Policy

This paper reviews the development of infant schools, day nurseries, kindergarten, nursery schools, and Head Start, and discusses the implications of these services for present-day policy. The philosophy and pedagogy of infant schools, their origins, and their development in North America, are described. Also discussed are the origins of day nurseries and the influence of social work on day nurseries. The religious background of the kindergarten movement, the growth of kindergarten in the United States, and the transition of kindergarten into the public schools, are discussed.

ED 334 021 PS 019 743

Tamis-LeMonda, Catherine S.; Bornstein, Marc H.
Representation in the Second Year: Models of Predictive Validity of Language and Play.
National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; New York Univ., N.Y.
PUB DATE - 25 Mar 91
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Comparative Analysis; *Individual Development; Language Acquisition; Longitudinal Studies; Models; Play; *Predictive Validity; *Research Methodology; *Statistical Analysis; *Toddlers
IDENTIFIERS - Behavioral Stability; *Representational Competence; Statistical Interaction

Stability and predictive validity in the language and play development of 41 toddlers were studied. Links between language and symbolic play of toddlers were examined at 13 and 20 months in terms of homotypic, heterotypic, or mediated models of association. In the homotypic model, performance on a variable is related to performance on the same variable at a later time. In the heterotypic model, performance on one variable is related to performance on another variable concurrently or at a later time. Stability and predictive validity between two variables is explained by a third, remote, mediating variable in the mediating model. Both homotypic stabilities and heterotypic predictions in children's performance were identified. In most cases, associations between toddler abilities held after the introduction of covarying related aspects of maternal stimulation. This suggests that toddlers' representational competencies reflect shared underlying components rather than external mediation. Representational competence demonstrated stability across the second year. Results are discussed with respect to the componential structure of language and the implications of multidimensionality of mind for models of stability and prediction. Citations number 55. (Author/RH)

ED 334 022 PS 019 744

Bornstein, Marc H.; And Others
Maternal Responsiveness to Infants in Three Societies: The United States, France, and Japan.
National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE - 2 Jan 91
NOTE - 68p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Comparative Analysis; *Cross Cultural Studies; Cultural Differences; Foreign Countries; *Infants; *Mothers; *Parent Child Relationship
IDENTIFIERS - *Cultural Universals; France (Paris); Japan (Tokyo); *Maternal Responsiveness; New York (New York)

Characteristics of maternal responsiveness in interactions between mothers and infants in New York City, Paris, and Tokyo are compared. A total of 72 primiparous mothers and their 5-month-olds were observed at home. Of the dyads, 24 were Caucasian American, 24 Caucasian French, and 24 Oriental Japanese. Observations were conducted in an identical manner in all three cities. Mothers and infants were videotaped in naturalistic interaction for 45

ED 334 041 RC 018 242

Hesch, Rick
Aboriginal Teachers as Organic Intellectuals.
PUB DATE - Oct 90
NOTE - 45p.; Paper presented at the Mokakit's Biennial Conference (4th, Quebec, Canada, October 11-13, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Discussion (Teaching Technique); Elementary Secondary Education; Females; Foreign Countries; Higher Education; *Indigenous Populations; Multicultural Education; *Racial Bias; *Social Studies; *Teacher Education Programs; *Teaching Methods
IDENTIFIERS - Canada; *Metis (People); Native Americans

This paper reviews an instructor's experience in teaching a social studies methods course. The course focused on the themes of anti-racist education and critical pedagogy and was taught to a group of eight aboriginal women enrolled in the Saskatchewan Urban Native Teacher Education Program (SUNTEP). SUNTEP is an affirmative action teacher education program for students of Metis ancestry in Saskatchewan. The class encouraged social change by developing preservice teachers into organic intellectuals. Organic intellectuals use the language of their culture to express the real experiences and feelings of their people. Anti-racist education focuses on changing institutions rather than individuals. Critical pedagogy incorporates student experience and lived culture as a curriculum concern, and emphasizes dialogue that organizes knowledge students already possess. Requirements of the class included: (1) a paper analyzing a local education policy based on multicultural assumptions; (2) presentation of a play applying anti-racist theory; (3) construction of a learning center with an anti-racist focus; and (4) a final exam in essay form. Students initially objected to the unconventional approach to the course and were intimidated by the abstract theoreticism of the instructor. Responses on final exams and class evaluations suggest that students experienced personal growth and understood the concepts. (KS)

ED 334 042 RC 018 243

Osborne, Kimberly A.; And Others
Computer Based Techniques for School Bus Routing. Working Paper Series No. WP060690.
Clemson Univ., SC. Strom Thurmond Inst. of Government and Public Affairs.
SPONS. AGENCY - South Carolina Governor's Office, Columbia.
PUB DATE - Jun 90
NOTE - 35p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Computer Assisted Design; *Distance; Elementary Education; *Heuristics; Mathematical Models; Rural Education; *School Buses; *Student Transportation; *Time
IDENTIFIERS - *Routing Problems (Traffic); South Carolina

This report details the data requirements and procedures used to develop new school bus routes for Six Mile Elementary School in South Carolina. The project examined the current routes of the school and applied computer based techniques to develop new routes given the existing bus stops. Bus routes were developed so that distance and travel time were minimized. Before the routes could be generated, the map of Six Mile had to be modeled as a network,

ED 334 060 SE 052 098

Spector, Barbara S.; Glass, Merton L.
Variables Influencing the Meaning of Labels in Qualitative Research.
PUB DATE - Apr 91
NOTE - 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-10, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Educational Research; Interviews; *Models; Philosophy; *Qualitative Research; Research Design; *Science Education; *Semantics; Social Sciences; Vocabulary

This study sought to identify the variables which influence the meanings of labels used by science education researchers doing qualitative research. In a qualitative emergent design study, participant observation, informal interviews, and document review were used to gather and analyze data in recurring cycles. Presentations and discussions among qualitative researchers at National Association for Research in Science Teaching conferences and Journal of Research in Science Teaching articles were the primary data source. Secondary data sources included qualitative research methodology articles from other areas of education, philosophy, and the social sciences. The glossaries generated from the meetings and the readings were compared for clues to relationships among the ways various authors used labels and for the variable that influenced the way the labels were used. A concept of a research tradition played a dominant role in developing the emergent model. A theoretical model of variables that influence the meanings science education researchers construct for labels in qualitative research emerged and consisted of the: (1) pluralistic nature of qualitative research; (2) research traditions from philosophy and the social sciences; (3) societal paradigm shift and its impact; (4) debate between quantitative and qualitative researchers; and (5) multiple applications of qualitative research in science education. The model suggests that the criteria for acceptance of the meaning of a label be the label's congruence with the context of the tradition in which it is used rather than its consistence with an isolated definition. A 50-item bibliography is provided. (KR)

ED 334 061 SE 052 111

Edwards, Laurie D.
The Design and Analysis of a Mathematical Microworld.
PUB DATE - Apr 91
NOTE - 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cognitive Development; *Computer Assisted Instruction; *Discovery Learning; Geometric Concepts; Intermediate Grades; Junior High Schools; *Learning Strategies; Mathematics Education; *Mathematics Instruction; *Middle Schools; Problem Solving; Transformations (Mathematics)
IDENTIFIERS - Constructivism; Constructivist Thinking; *Microworlds

One class of interactive, computer-based learning environments (microworlds) for the exploration of school mathematics (and science) entails the incorporation of appropriate concepts within the engaging context of self-directed discovery learning. The

ED 334 079 SE 052 166

Evaluation of the Junior MESA Program: A Report to the Legislature in Response to Assembly Bill 610 (Hughes) of 1985 Commission Report 89-30 .

California State Postsecondary Education Commission, Sacramento.

PUB DATE - Oct 89

NOTE - 41p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS - *College Bound Students; College Preparation; *Disadvantaged Youth; Educationally Disadvantaged; Junior High Schools; Mathematics Education; *Minority Groups; *Program Descriptions; *Secondary School Mathematics; Subcultures; Transitional Programs

IDENTIFIERS - *Junior MESA Program CA

The Mathematics, Engineering, Science Achievement (MESA) Program was established in 1970 to increase the number of American Indian, Black, Mexican-American, and Puerto Rican students who graduate from a California university prepared to enter mathematics-based careers. Developed initially with an exclusive focus on high school students, MESA received Carnegie Foundation funds in 1983 to expand through the initiation of a pilot junior high school program. In 1985, Assemblywoman Teresa Hughes authored California Assembly Bill 610 that provided for the development of Junior MESA modeled upon the experience from the Carnegie-funded pilot projects. This legislation also directed the California Postsecondary Education Commission to evaluate the effectiveness of these pilot projects and to submit this report to the California Legislature, which includes: (1) explanations of the origin and the organization of this report; (2) characteristics of the program and demographics of the participating students; (3) assessment of the extent to which the program is achieving the original objectives; and (4) presentation of conclusions and recommendations to guide further development of California State policy with respect to Junior MESA. The major recommendation emerging from this evaluation is that, given its effectiveness, Junior MESA should be continued and expanded in order to link all California junior high schools from which students matriculate to senior high schools presently participating in the MESA program. Appended to the report are the text of Assembly Bill 610 and questionnaire and interview forms. (JJK)

ED 334 080 SE 052 167

Gibbons, Michael

Mathematics Improvement Component: Elementary Computer Assisted Instruction Program, Elementary Competency Based Education Program, and Middle School Competency Based Education Program. Final Evaluation Report.

Columbus Public Schools, OH. Dept. of Evaluation Services.

PUB DATE - Mar 91

NOTE - 73p.; Light print throughout.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS - *Competency Based Education; *Computer Assisted Instruction; Demonstration Programs; Educational Facilities; Elementary Education; *Elementary School Mathematics; *Improvement

ED 334 102 SO 021 200

Port Arthur Alive: Exploring Past and Present, 3. Background.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 86
NOTE - 38p.; For related documents, see SO 021 198-202.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Correctional Institutions; Elementary Secondary Education; Foreign Countries; *History; *History Instruction; Instructional Materials; Land Settlement; Prisoners; Social Studies; Teaching Methods
IDENTIFIERS - *Australia (Tasmania); Nineteenth Century History

Part 3 of this five part project asks students of the Tasmanian region of Australia to explore the history of Port Arthur, a 19th century penal colony located in Tasmania. The project is based on three ideas: (1) studying history can be educational and enjoyable; (2) imagination is an essential part of studying history; and (3) history is most of all a means by which to seek to understand the present--one's self and society as it exists now. Part 3 of the project provides historical background on Port Arthur. There are ten sections: (1) British society and transportation; (2) crimes and penalties 1800-1835; (3) Port Arthur--a description; (4) controlling the convicts; (5) punishment and penitence; (6) religion; (7) industry; (8) escape; (9) private lives; and (10) health, sickness, and death. (DB)

ED 334 103 SO 021 201

Port Arthur Alive: Exploring Past and Present, 4. Eyewitness.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 87
NOTE - 74p.; For related documents, see SO 021 198-202.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Correctional Institutions; Elementary Secondary Education; Foreign Countries; *History; *History Instruction; Instructional Materials; *Primary Sources; *Prisoners; Social Studies; Student Projects; *Student Research; Teaching Methods
IDENTIFIERS - *Australia (Tasmania); Nineteenth Century History

This document presents part 4 of a five part project in which students of the Tasmanian region of Australia are invited to explore the history of Port Arthur, a 19th century penal colony located in Tasmania. The project is based on three ideas: (1) studying history can be educational and enjoyable; (2) imagination is an essential part of studying history; and (3) history is most of all a means by which to seek to understand the present--ones self and society as it exists now. Part 4 of the project features eyewitness accounts about various features of the penal colony based on the words of persons who actually lived at Port Arthur either as convicts or free persons. Visitor accounts also are included. There are twelve subjects covered: (1) dockyard and shipbuilding; (2) transport by sea; (3) murder; (4) general descriptions; (5) punishment and reform; (6) industry at Port Arthur; (7) contact between convict and free; (8) religion and morality; (9) escape; (10) convict ballads; (11) timber-getting; and (12) the coal mines. (DB)

ED 334 104 SO 021 202

and services operated by private entities, telecommunications, and miscellaneous provisions). The compilation also includes: (1) House of Representatives Report 101-596, the Conference Committee report; (2) Senate Report 101-116 in which the Committee on Labor and Human Resources recommend passage of the bill as amended; (3) House of Representatives Report 101-485 (Parts 1-4) in which the Committee on Public Works and Transportation, Committee on Education and Labor, Committee on the Judiciary, and Committee on Energy and Commerce recommend passage of the bill as amended, together with dissenting views; (4) selected floor debate transcripts from the Congressional Record; (5) regulations, statutes, and court cases cited in the House and Senate reports; (6) rules and regulations concerning nondiscrimination on basis of disability in programs and activities receiving federal financial assistance, reprinted from the Federal Register (May 4, 1977); (7) effective dates of statutory provisions; and (8) disability-related tax provisions related to businesses. Transcripts of six hearings pertaining to Public Law 101-336 are compiled in volume 2 dating from September 27-October 6, 1988. The hearings contain prepared statements and testimony from members of Congress; representatives of government agencies, voluntary agencies, higher education institutions, and businesses; and concerned citizens. Volume 3, is a compilation of seven hearings on Public Law 101-336 dating from August 3-September 26, 1989. The hearings contain: the text of the bill; opening statements and prepared statements from members of Congress; witnesses' testimony; and prepared statements and letters from government officials, representatives of voluntary agencies and businesses, lawyers, and others. (JDD)

ED 333 625 EC 300 378

New Directions for a New Decade: A Report of the Special Commission on Special Education.
Vermont State Board of Education, Montpelier.
PUB DATE - Jan 90
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Change Strategies; Delivery Systems; *Disabilities; Educational Change; Elementary Secondary Education; *Needs Assessment; *Program Costs; Regular and Special Education Relationship; Retrenchment; *Special Education; State Programs
IDENTIFIERS - *Vermont

This report focuses on cost containment problems in Vermont's special education system and makes recommendations for reform. It examines the context of special education in terms of civil rights, advocacy, and individual versus system needs. The question of runaway costs in special education is addressed and supported with data from the fiscal year 1991 Special Education Service Plan. The report concludes that schools can bring about some fundamental changes in the manner in which children with disabilities are served and bring special education costs into reasonable alignment with general education costs. Recommendations include: (1) improve coordination of special, compensatory, and regular education services; (2) clearly articulate the purposes and parameters of special education; (3) prepare all educators to work effectively with students who have special needs; (4) provide special education only for those students who have a clear and compelling need for specially designed instruction and related educational services; (5) continue the commitment to early intervention; (6) develop service delivery models that achieve maximum cost-effectiveness while appropriately meeting students' needs; (7) keep the public well informed about special education population. Covered are: (1) personal consciousness raising about women and disability; (2) professional consciousness raising about women and disability; (3) independent living (considers how physical limitations compound developmental issues around independence); (4) career exploration (explores how gender and disability stereotypes limit career choices and develops strategies to expand options); (5) sexuality (overviews how disability affects sexuality); and (6) role models (offers strategies for incorporating disabled female role models into agency programs). Each training module contains two to four group discussion exercises. Also listed are a variety of resources including: materials developed by the Networking Project for Disabled Women and Girls; books by and about the lives of disabled women; training materials on issues of women and disability; and materials on accessibility, employment, sexuality, independent living, and mainstreaming. (DB)

ED 333 645 EC 300 398

Hsu, Jennifer R.; And Others
Language Impaired Children's Interpretation of PRO: A Longitudinal Study.
PUB DATE - Nov 90
NOTE - 57p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (Seattle, WA, November 16-19, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Age Differences; Comprehension; *Developmental Stages; Early Childhood Education; Expressive Language; *Grammar; *Language Acquisition; *Language Handicaps; Longitudinal Studies; *Young Children

The study evaluated whether specifically language impaired (SLI) children (N=6 and ages 5-8) manifested atypical or normal but delayed development in their interpretation of PRO (an empty pronomial element which has also been termed "a missing complement subject"). Language samples were taken and analyzed twice over a 9-12 month period. Among conclusions were: some SLI children may manifest developmental stages characteristic of normally developing children; these children may go through the same developmental stages but at later ages; longer time intervals are required for change and response patterns may be unstable for this population; for some SLI children, mixed and unclassifiable response patterns may persist into early childhood; and there is a need for a large scale study of SLI children's interpretation of PRO. (Includes 20 references.) (DB)

ED 333 646 EC 300 399

Hylton, Judith
SAFE: Stopping AIDS through Functional Education.
Oregon Health Sciences Univ., Portland. Child Development and Rehabilitation Center.
SPONS. AGENCY - Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE - 90
NOTE - 185p.; Funds were also provided by the Oregon Health Division and the Oregon Mental Health Division.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom

paper then identifies issues in achieving integration for all of society's citizens and discusses their impact on education and their policy considerations. These issues include transitions to employment and other postsecondary activities, the disability rights movement, educational reform, and the need for all society's members to have a true sense of value. Contains 52 footnotes. (JDD)

ED 333 666 EC 300 422

Bennerson, Denise; And Others
Increasing Positive Interpersonal Interactions: A Social Intervention for Students with Learning Disabilities in the Regular Classroom.
PUB DATE - Apr 91
NOTE - 28p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Elementary Education; Feedback; Instructional Effectiveness; Interaction; Interpersonal Competence; *Intervention; *Learning Disabilities; Mainstreaming; Mnemonics; *Peer Acceptance; Peer Relationship; *Problem Solving; Skill Development; Teaching Methods

This study evaluated two social skills interventions designed to increase the peer acceptance of six students (ages 10-12) with learning disabilities in regular classrooms. The students were instructed in two social skills strategies as well as in skills for working in small groups and leading group activities. Two mnemonic devices were used to facilitate the skills training, the FAST Strategy and the SLAM Strategy. The FAST Strategy (Freeze and Think, Alternatives, Solution, Try It) aids in interpersonal problem solving. The SLAM Strategy (Stop whatever you're doing, Look the person in the eye, Ask the person a question if you do not understand exactly what s/he means, Make an appropriate response to the person) enables students to accept and assimilate negative feedback and remarks by others. The SLAM strategy was practiced by the target students and presented to the class in the form of a rap song. Compared to a similar control classroom, results suggest modest intervention effects, with some increases in peer ratings of acceptance of the targeted students by their regular education peers. (15 references) (JDD)

ED 333 667 EC 300 423

Metzger, Rebecca Griffeth
StudyWorks! A Model Project Establishing a Coalition between Two Diverse Groups of Exceptional Children.
PUB DATE - Apr 91
NOTE - 54p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Career Education; Curriculum; Economic Development; Elementary Education; Experiential Learning; Food; *Food Service; *Gifted; Interpersonal Competence; *Mild Mental Retardation; Nutrition; *Program Implementation; Teaching Methods; Units of Study; Work Experience Programs
IDENTIFIERS - *Study Works Project OH

The StudyWorks Project was a 1-year unit of study designed for

Communication Aids (for Disabled); Computer Graphics; *Computers; Computer Software; Computer Uses in Education; Database Design; Delivery Systems; *Disabilities; Gateway Systems; Graduate Study; Microcomputers; *Rehabilitation; Specialization; *Technology; Wheelchairs

This document brings together eight papers presented at a rehabilitation technology conference, authored by individuals affiliated with the Trace R & D Center on Communication, Control and Computer Access for Handicapped Individuals. Titles and authors of the papers are as follows: "Current Initiatives in Accessible Computing" (Jane Berliss); "Development of a Serial Auxiliary Control Interface for Powered Wheelchairs" (Joseph Schauer and others); "Transparent Access Interface for Apple and IBM Computers: The T-TAM" (Joseph Schauer and others); "Development of a Public Domain, User Accessible, Inter-State Directory/Database for Assistive Technology Service Delivery Programs" (Gregg C. Vanderheiden); "Cognitive Skills Associated with the Operation of Various Computer Interfaces" (Cynthia J. Cress, JoAnn P. Tew); "Specialization in Technology Service Delivery: What Is an Interface Specialist?" (Roger O. Smith and others); "Systems 3--An Interface to Graphic Computers for Blind Users" (Gregg C. Vanderheiden and David C. Kunz); and "Pre-Service Technology Specialization Training (TechSpec): Year 2" (Roger O. Smith and others). (JDD)

ED 333 686 EC 300 442

Berliss, J. R.
Checklists for Implementing Accessibility in Computer Laboratories at Colleges and Universities.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 90
NOTE - 33p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Accessibility (for Disabled); Check Lists; Computer Centers; Computers; Computer Uses in Education; *Disabilities; *Equal Facilities; Higher Education; Microcomputers; Postsecondary Education; Program Development

This paper discusses the issue of providing equitable access to computer equipment for disabled students in postsecondary education. Potential access problems may exist in the areas of input, output, environment, and documentation/support/training. Five checklists are provided that focus on generic strategies to fully or partially cover the needs of the majority of users with disabilities. The first checklist covers team preparation for development of campus adaptive computing services, while the other four cover different levels of implementation (low cost/short implementation time measures, moderate cost/moderate implementation time measures, annual budget measures, and long-term planning measures). For students requiring equipment that is highly individualized and specialized, it is recommended that a contingency fund be created to acquire necessary adaptations and that funds be pooled among a number of institutions and equipment acquired be made available to each institution. Appendixes list sources of general information, computer access guidelines information, product information, and involving medicine, neuropsychology, and education is recommended. (Author/DB)

ED 333 705 EC 300 473

Schultze, Betty R.; And Others
Differentiating Language Learning Disabled Populations from Non-Language Learning Disabled Populations.
PUB DATE - 3 Apr 91
NOTE - 25p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Diagnostic Tests; Handicap Identification; Incidence; Intermediate Grades; Junior High Schools; *Language Handicaps; *Language Tests; *Learning Disabilities; Middle Schools; Oral Language
IDENTIFIERS - *Fullerton Language Test for Adolescents

This study investigated the type of language impairments found and the degree to which these impairments were being identified in a learning-disabled population in a middle school suburban setting, by use of the Fullerton Language Test for Adolescents, Revised. Subjects were categorized as language learning impaired (N=8 and mean age of 13 years) or non-language learning disabled (N=22 and mean age 13 years). No significant differences were found between the language learning-disabled and non-language learning-disabled groups in their performance on the diagnostic oral language test, suggesting that many learning-disabled students have unidentified language-based problems and are not receiving needed services from a speech-language pathologist. The data also suggest the need for language to become a primary curricular concern for teachers of the learning disabled. (Includes 25 references.) (DB)

ED 333 706 EC 300 474

Irwin, Sharon Hope
Reducing the Social Isolation of Preschoolers with Special Needs in a Mainstreamed Daycare through Social Skill-Building.
PUB DATE - 91
NOTE - 72p.; Ed.D. Practicum Report, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - Day Care Centers; *Inservice Education; Interaction; Interpersonal Competence; *Mainstreaming; *Peer Relationship; Play; Postsecondary Education; Preschool Education; Skill Development; *Social Integration; *Special Needs Students; Staff Development; Teacher Student Relationship; Workshops

This practicum aimed to decrease the social isolation of preschool children with special needs in a mainstreamed day care setting by: (1) increasing initiatives by typical children towards four special needs children; (2) increasing social bids or responses by special needs children toward typical children; and (3) increasing positive interventions by staff toward children with special needs. Six workshops designed to develop staff awareness of social play, peer confederate training, and transactional intervention strategies were designed and implemented. Observational data of children's free play interactions were collected at 4-week intervals over 12 weeks. All objectives were achieved. Staff agreed that the social skill-building intervention had been positive and they intended to continue structuring social skill development into their groups. A needs assessment form, instruction covered in each workshop session could be incorporated into lesson planning, and to create an actual lesson plan based on the report. Most were successfully implemented before inclusion in the collection. While the reports and plans are language-specific, the activities can be adapted for any modern language. Strategies on which the lessons are built include confidence-building, student-centered communication, use of audio-visual materials, development of oral/aural skills, increasing motivation, introducing and stimulating cultural awareness and appreciation, and evaluating skill development. Some lesson plans are illustrated or contain reproducible materials. (MSE)

ED 333 727   FL 019 216

Khodabakhshi, Susan C.
Group vs. Individual Completions of Cloze Passages by ESL Students.
PUB DATE - Apr 91
NOTE - 38p.; M.A. paper, Kean College of New Jersey.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Undetermined (040)
DESCRIPTORS - *Cloze Procedure; College Students; Community Colleges; *English (Second Language); Graduate Students; *Group Dynamics; *Language Tests; *Reading Comprehension; Second Language Instruction; *Small Group Instruction; Test Use; Two Year Colleges

A study investigated whether group interaction in completing cloze passages resulted in better completion than individual work. An earlier analysis of cloze procedure was replicated with 41 community college students of English as a Second Language (ESL). The population was randomly divided into two samples. Each sample completed two cloze passages, one individually and one in small groups. Group mean scores were compared with mean individual scores within and between samples. Results were strikingly similar to those of the previous study, with groups clearly outperforming individuals. Group scores were higher than individual scores for 93% of participants. While 80% of the individuals scored at the frustration reading comprehension level, 83% of the groups scored at the instructional level or higher. The groups also produced a greater number of responses than did the individuals. (Author/MSE)

ED 333 728   FL 019 217

Recommended Readings in Spanish Literature, Kindergarten through Grade Eight.
California State Dept. of Education, Sacramento.
PUB DATE - 91
NOTE - 61p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Elementary Education; Instructional Materials; Learning Motivation; *Limited English Speaking; *Media Selection; *Reading Materials; Recreational Reading; Second Language Instruction; *Spanish; *Spanish Literature; Supplementary Reading Materials

A list of almost 300 titles of Spanish language reading materials represents the recommendations of the California Media and Library Educators Association for use with Spanish-speaking, limited-English-proficient students in kindergarten through eighth grade. It is intended as a guide for teachers of Spanish and teachers of English language arts who work with this population. Selections include those originally written in Spanish and tales from the oral Spanish tradition, and comprise a variety of genres, of students for validation, creation of an initial development scale, field testing of the scales, and establishment of norms. A language proficiency assessment system that similarly uses standard assessment tasks and common subject profile reporting could meet several important criteria: it would be analytical, diagnostic, and criterion-referenced; enable interpretation that is progressive, developmental, and cumulative; use consensus moderation and empirical calibration; be teacher-controlled and developed; be flexible; be reliable and valid; and describe student behavior in terms communicable to parents. What is needed is considerable development work, careful explanation to schools and community, technical assistance for districts, and resources to develop, implement, and maintain the system. (MSE)

ED 333 749 FL 019 248

No, Yongkyoon, Ed.; Libucha, Mark, Ed.
ESCOL '90: Proceedings of the Eastern States Conference on Linguistics (7th, Columbus, Ohio, September 21-23, 1990).
Ohio State Univ., Columbus.
PUB DATE - 91
NOTE - 372p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - American Sign Language; Case Studies; Chinese; Evaluation Methods; French; German; Greek; Intonation; Italian; Javanese; Korean; Language Research; Morphology (Languages); Negative Forms (Language); Phonology; Spanish; *Structural Analysis (Linguistics); *Syntax; Tone Languages; Uncommonly Taught Languages; *Verbs; Vowels
IDENTIFIERS - *Discourse; Dyirbal; Markedness; Wh Questions

Papers include: "Length and Structure Effects in Syntactic Processing"; Nantong Tone Sandhi and Tonal Feature Geometry"; "Event Reference and Property Theory"; "Function-Argument Structure, Category Raising and Bracketing Paradoxes"; "At the Phonetics-Phonology Interface: (Re)Syllabification and English Stop Allophony"; "Interpreting Reflexives in Coordinate NPs"; "Resultative 'de' as an Inflectional Morpheme in Chinese"; "Against an Ergative Analysis of Eastern Javanese"; "What Determines Anatipassive in Dyirbal?"; "In Defense of plus or minus FOC "; "The Bermuda Triangle of Syntax, Rhythm and Tone"; "Complement Structure of 'Tough' Constructions"; "Frequency, Markedness, and Morphological Change: On Predicting the Spread of Noun-Plural '-S' in Modern High German--and West Germanic"; "Discourse-Linking and the Wh-Island Extraction Asymmetry"; "One Word's Strength is Another Word's Weakness"; "Two Analyses of Korean Verb Inflections"; "Is INFL Universal? A Case Study of Korean"; "Vowel Underspecification in Jiyuan Chinese"; "Italian Psych Verbs in a Theory of Predication"; "Thematic Roles and French Dative Clitics: 'Lui' vs. 'Y'"; "Focus and the Discourse Dimension in Autolexical Theory"; "Aspectual Content of Compound Verbs"; "Thematic Structure and Verb Preferences"; "A-bar Movement in Spanish: Wh-questions, Focalizations, and Relative Clauses"; "Role of Plasticity in the Association of Focus and Prominence"; "A Unified Explanation of Deponent Verbs in Ancient Greek"; "Intonation and Focus in American Sign Language"; "'Any': Its Context Sensitivity and Meaning"; and "Negation and Aspect." (MSE)

ED 333 750 FL 019 261

Alexieva, Bistra
The Optimum Text in Simultaneous Interpreting: A Cognitive Approach to Interpreters' Training.

financial problems. However, more than 25 percent dip into endowment funds to cover operating costs. Financial problems include curtailed aid programs for students, enrollment decreases, and collection and cash flow problems. Sixty-eight percent of schools have currently outstanding loans, most from banks or a state authority, with the funds used for capital improvements, maintenance, and bridge financing. Schools tend to be loyal bank customers, and many use outside investment managers. Schools monitor their cash position manually using internal ledgers, telephone contacts, and monthly statements. Schools look to banks primarily for deposits, investment, and cash management services and are generally satisfied with their banks. Banking problems mentioned were errors and fees, while reasons to terminate a banking relationship were the bank's own financial difficulties, low interest rates or poor services. (JB)

ED 333 771 HE 024 139

Teichler, Ulrich
The First Years of Study at Fachhochschulen and Universities in the Federal Republic of Germany. Werkstattberichte 28.
Kassel Univ. (West Germany). Scientific Center for Professional and University Research.
PUB DATE - 90
NOTE - 117p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - Administrative Organization; Admission Criteria; Course Content; *Educational Objectives; *Educational Philosophy; Educational Trends; Employment Opportunities; Faculty Workload; Foreign Countries; Government School Relationship; *Higher Education; *Institutional Characteristics; Postsecondary Education; *School Organization; Selective Admission; Teacher Qualifications; Teacher Responsibility; Teachers; Vocational Education
IDENTIFIERS - *Fachhochschulen; *West Germany

This study aimed to synthesize the scattered sources of information available on the 3-year, technically oriented Fachhochschulen type of higher education in the Federal Republic of Germany. Organized into six sections, the book starts with a review of the organization of the higher education system including the trend towards a unitary system, the establishment of the comprehensives and the Fachhochschulen, institutional patterns, options for qualified school leavers, higher education objectives, and administrative and legal arrangements. The second section examines course content and organization including entrance qualifications and admissions, duration of studies, practical periods, certification, and curricular innovation. A third section seeks to assess the prestige of institutional types in particular the Fachhochschulen versus the universities. Section four provides a statistical overview in the form of tables with detailed explanation. The fifth section treats teachers in the Fachhochschulen as they compare to the staff at universities qualitatively, and with regard to career, status and duties beyond their major functions. The concluding section takes a look at the past and future of the Fachhochschulen, in particular the difficulties this type of higher education faces due to the societal environment in West Germany which continues to regard the traditional university education as best. (JB)

ED 333 772 HE 024 403

IDENTIFIERS - *AAUP Contracts; American Association of University Professors; University of Nebraska Omaha

This is the agreement between the University of Nebraska at Omaha Chapter of the American Association of University Professors (AAUP) and the Board of Regents of the University of Nebraska at Omaha (UNO) for the academic years 1989-1991. Five articles detail the following topics: (1)definition of terms; (2) recognition and description of the bargaining unit (exclusions and alterations); (3) terms and conditions of employment (work environment, services, facilities and workload, academic freedom, professional responsibility, appointments, evaluation, reappointment, promotion, termination, nondiscrimination, personnel files, and leaves); (4) salary and benefits (increases 1989-90 and 1990-91, supplementary payments/increases); (5) contract management and related provisions (ratification, renegotiation, meet and confer, printing of agreement, minimum terms, interest succession, UNO AAUP operations, grievance procedures, separability, management rights, no strike, no lockout, no waiver). Attached are two grievance forms--a grievance filing form and request for review form. (JB)

ED 333 792 HE 024 637

Agreement between University of Cincinnati and American Association of University Professors, University of Cincinnati Chapter. September 1, 1989 to August 31, 1992.
American Association of Univ. Professors, Washington, D.C.; Cincinnati Univ., Ohio.
PUB DATE - 1 Sep 89
NOTE - 125p.; Contains small type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Access to Information; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Early Retirement; *Employment Practices; Equal Opportunities (Jobs); Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; Library Personnel; Personnel Policy; Professional Development; Records (Forms); Reduction in Force; Released Time; Sabbatical Leaves; *State Universities; Teacher Dismissal; Teacher Employment Benefits; Teacher Placement; Teacher Promotion; Teacher Salaries; Tenure; Unions
IDENTIFIERS - *AAUP Contracts; American Association of University Professors; University of Cincinnati OH

The collective bargaining agreement between the University of Cincinnati and the University of Cincinnati Chapter of the American Association of University Professors (AAUP), for the period September 1, 1989 through August 31, 1992 is presented. The document covers the following topics in 39 articles under the following categories: (1) "Basic Principles" (recognition and description, academic freedom, academic safeguards and responsibilities, non-discrimination, affirmative action); (2) "Faculty and Librarian Status" (appointment, reappointment, promotion and tenure, grievance procedure, disciplinary hearing and dismissal for cause); (3) "Compensation" (College of Medicine compensation, minimum salaries, overloads, extra compensation, academic unit head compensation, additional compensation); (4) "Fringe Benefits" (insurance, sick leave, and other leaves); (5) "Bargaining Agent" (rights and duties of the AAUP as agent, dues check-off, released time); (6) "Faculty and Librarian Development" (development opportunities, academic leave, professional leave and released time for education for librarians); (7) "Governance" (governance of the university, retrenchment under conditions of improve the campus. A case study from the University of Missouri, St. Louis is provided which shows what one kind of evaluative data looks like and leavens an otherwise theoretical presentation with concrete examples of data, statistical analysis, and interpretations. Contains a 133-item bibliography, and author and subject indexes. (GLR)

ED 333 811 HE 024 659

Implications of the Failure of the Higher Education Assistance Foundation. Hearing before the Committee on Banking, Housing, and Urban Affairs. United States Senate, One Hundred First Congress, Second Session.
Congress of the U.S., Washington, D.C. Senate Committee on Banking, Housing and Urban Affairs.
PUB DATE - 27 Jul 90
NOTE - 118p.; Contains some type of poor quality.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Banking; Educational Finance; *Federal Programs; Hearings; Higher Education; *Loan Default; Loan Repayment; Postsecondary Education; Proprietary Schools; Student Financial Aid; *Student Loan Programs
IDENTIFIERS - Congress 101st; Department of Education; General Accounting Office; *Higher Education Assistance Foundation; Stafford Student Loan Program

This hearing before the Committee on Banking, Housing, and Urban Affairs, addresses the implications of the anticipated failure of the Higher Education Assistance Foundation (HEAF), the largest guarantor of student loans. HEAF's difficulties have affected Sallie Mae (Student Loan Marketing Association), and have raised general questions about the design of Federal Government guarantee programs which guarantee risks stemming from the behavior of a financial institution over which it has little or no control. Included in this document are remarks and prepared statements of Senators Riegle, Bryan, Kassebaum, Dixon, Garn, Pressler and Pell. Witnesses included T. Sanders, E. Stringer, and L. Oxendine of the U.S. Department of Education; F. Fraizier, J. J. Eglin, and C. C. Chrissman of the Human Resources Division of the U.S. General Accounting Office; and L. A. Hough, Student Loan Marketing Association. Additional material supplied for the record includes a statement of the Consumer Bankers Association, student financial assistant program reviews, a report on audits of financial statements, an index of financial statements, and a HEAF letter dated August 3, 1990, to Roberta B. Dunn, U.S. Department of Education. (JB)

ED 333 812 HE 024 660

Catholic Intellectual Excellence: Challenges and Visions.
Association of Catholic Colleges and Universities, Washington, D.C.
PUB DATE - 91
NOTE - 66p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Catholics; *Church Related Colleges; *Educational Quality; *Educational Theories; *Higher Education; Philosophy; Sciences; Technology; Theological Education
IDENTIFIERS - Lonergan (Bernard); *Newman (Cardinal John Henry); *Roman Catholic Church

This publication on the subject of Catholic intellectual excellence at the university level reproduces six papers from an annual

IDENTIFIERS - College for Human Services NY

We are becoming a service based society. Changes in our society all point to the move to a service based society which demands a new educational approach. In such a society human service professionals will be consumer-oriented, cooperators with the citizen, and judged by the citizens and consumers they serve. These workers will serve, advocate for and help the whole person. They will be able to cross institutional lines, areas of specialization, and disciplines. They will achieve these goals through a new learning paradigm (the eight "crystals" and the five "dimensions") and a new assessment tool (the "constructive action"). The eight crystals of ability are: self-assessment and preparation for practice, developing professional relationships with citizens and co-workers, working with others in groups, teaching and communicating, counseling, serving as community liaison, supervising co-workers, and managing change. The five dimensions of performance are purpose, values, self and others, systems, and skills. With the new assessment tool, the constructive action, students synthesize their classroom study and their field experience on a significant effort to improve service. The document includes charts outlining the crystals, performance dimensions, constructive actions and blending theory and practice. (JB)

ED 333 831 HE 024 689

Smith, Harold A.; Smith, Pheny Zhou
Postsecondary Faculty in China: Current Economic and Socio-Political Conditions.
PUB DATE - 10 Nov 89
NOTE - 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 10, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *College Faculty; College Housing; *Compensation (Remuneration); Educational Change; Faculty College Relationship; *Faculty Workload; Foreign Countries; *Fringe Benefits; Higher Education; *Political Influences; Postsecondary Education; *Social Change
IDENTIFIERS - *China

This paper provides an introductory examination of the current situation among postsecondary faculty in China. It begins by sketching the intellectual structure as it has waxed and waned during the 40-year history of New China. The bulk of the paper then addresses the current conditions of life and work for those intellectuals who are college and university faculty. Information presented includes: how the postsecondary teacher's workload is determined; the determination of salary and future raises and bonuses; and how the government encourages teachers to do some outside work to earn extra money while using their abilities to greater advantage. Included in the discussion on compensation are other extra money. Included in the discussion on compensation are other benefits, such as traveling on school business and housing arrangements for ranking faculty members. Finally, faculty evaluation is reviewed. The paper concludes with the observation that political reform has not yet kept pace with economic reform, and this condition may impede educational reform as well. Contains 18 footnotes. (GLR)

ED 333 832 HE 024 691

conducted by the Office of Technology Assessment concerning the choices that Congress and the executive branch must make in supporting U.S. science and engineering. The summary first discusses the report's origins; trends in federal research funding; and a look at federally funded research in the 1990s. The bulk of the summary then highlights and discusses four main issues and options confronting Congress in research funding. These are as follows: (1) setting priorities in the support of research; (2) understanding research expenditures; (3) adapting education and human resources to meet changing needs; and (4) refining data collection and analysis to improve research decisionmaking. Figures and tables contain breakdowns of various funding trends from the 1960s to the 1990's as well as a projection of cost scenarios for select projects to the year 2005. A final section of the summary reviews possible actions that Congress and the executive branch can take in converging on these issues. (GLR)

ED 333 851 HE 024 711

Federally Funded Research: Decisions for a Decade.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE - May 91
NOTE - 325p.; For a summary report, see HE 024 710.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - Data Collection; Decision Making; Engineering Education; Engineering Technology; *Financial Needs; *Financial Support; *Government Role; Higher Education; Long Range Planning; *Policy Formation; *Research Needs; Research Projects; *Resource Allocation; Science and Society; Science Education; Technological Advancement; Trend Analysis

This report analyzes what the Office of Technology Assessment (OTA) identifies as four pressing challenges for the Federal Research System in resource allocation and funding for research in the 1990s: (1) setting priorities in funding; (2) understanding trends in research expenditures; (3) preparing human resources for the future research work force; and (4) supplying appropriate data for ongoing research decisionmaking. Additionally, the report examines the Federal Research System: the executive and legislative branches and the research agencies. Also discussed are the value of science and the changing research economy. The report contains several appendices which include the following: major legislation enacted since 1975 affecting U.S. research and development; the top 100 institutions ranked by amount of Federal research and development funding received for fiscal year 1989; the top 100 U.S. academic institutions ranked by Citation Impact, 1981-88; and academic and basic research decisionmaking in other countries. A list of OTA workshop participants, reviewers, and contributors is provided. Contains an index and 604 references. (GLR)

ED 333 852 HE 024 712

Sanford, James F., Comp.; Reithlingshoefer, Sally J., Ed.
What If the University Took Learning Seriously?: Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs (8th, Virginia Beach, Virginia, May 14-16, 1990).
George Mason Univ., Fairfax. School of Continuing and Alternative Learning.
PUB DATE - 16 May 90
NOTE - 479p.
LANGUAGE - English

Guidelines are presented in six chapters: (1) "Promoting Library Use" (stages of promotion, ways of attracting the attention and interest of prospective users, and how to involve members of the congregation in library activities); (2) "Publicizing the Library" (suggestions for ways to "sell" the library to potential users, such as informing the church community of what the library has and what it can do for them, with emphasis on special services, milestones, and future plans); (3) "Reaching People and Programs" (the roles of the clergyman, the librarian, and the library staff, and various activities for users such as book reviews, discussions, and clubs); (4) "Sponsoring Special Events" (various activities that the library can sponsor to publicize its services, create good will, and even earn money for books and supplies, including open houses, tours, teas, story hours, book fairs, library week contests, programs and meetings, and fund-raising endeavors); (5) "Creating and Reporting News" (the kinds of events that make news and how to announce such events in the parish and/or local newspapers); and (6) "Posters, Bulletin Boards, and Displays," (detailed guidelines for planning, designing, and arranging visual publicity materials). Each chapter includes a list of references, and a resource guide lists readings on background; book reviewing; posters, bulletin boards and displays; and storytelling. Also listed are relevant periodicals and sources for library materials. An index concludes the guide. (BBM)

ED 333 870 IR 053 590

Fretwell, Gordon, Comp.; Pritchard, Sarah M., Ed.
ARL Annual Salary Survey, 1990.
Association of Research Libraries, Washington, D.C.
PUB DATE - Jan 91
NOTE - 96p.; For the 1988 Salary Survey, see ED 308 871.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Academic Libraries; Annual Reports; Foreign Countries; Higher Education; Librarians; *Library Personnel; *Library Statistics; Library Surveys; *Occupational Information; Occupational Surveys; Questionnaires; *Research Libraries; *Salaries; Tables (Data)
IDENTIFIERS - *Association of Research Libraries; Canada; United States

This report presents data from the 1990 ARL (Association of Research Libraries) annual salary survey. Forty-two tables report data on professional salaries; years of experience, including a breakdown for minority librarians; distribution of professional staff by salary and position, and by sex and position; the type of institution; size of professional staff. Tables are organized in five categories: ARL non-university libraries, ARL university libraries, Canadian ARL university libraries, ARL university medical libraries, and ARL university law libraries. An overall summary of the distribution of university librarians and non-university librarians by salary level is also provided, as well as copies of the questionnaires and instructions for the two groups of librarians. (BBM)

ED 333 871 IR 053 600

Burgess, Dean; And Others
Getting It Passed: Lobbying for Libraries.
American Library Association, Chicago, IL. Library Administration and Management Association.

list are also provided. (BBM)

ED 333 887   IR 053 631

Young, Diana, Comp.
Papers from North Carolina Governor's Conferences on Library and Information Services 1990-1991.
North Carolina State Library, Raleigh.
PUB DATE - Feb 91
NOTE - 380p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Libraries; *Access to Information; Conferences; Democracy; Elementary Secondary Education; Financial Support; Futures (of Society); Higher Education; *Information Services; Library Automation; Library Planning; *Library Role; *Literacy; Preservation; Productivity; Public Libraries; School Libraries; State Programs; *Technological Advancement
IDENTIFIERS - Information Literacy; *North Carolina; *White House Conference Library Info Services

This collection of papers from North Carolina's state and regional Conferences on Library and Information Services, which were held over a 6-month period in 1990-1991, includes copies of: (1) the agenda of the state conference (Raleigh, February 6, 1991); (2) a list of the delegates to the national White House Conference on Library and Information Services; (3) a list of resolutions to be presented at the national conference; (4) a press release for the state conference; (5) a copy of "Tar Heel Libraries" containing information on the nine regional conferences and resolutions from eight of them; (6) reports and resolutions from the state and individual regional conferences; (7) keynote papers from individual conferences; (8) a flyer announcing the governor's conferences, a fact sheet on each of the three national conference themes--democracy, literacy, and productivity--and position papers from individual conferences; (9) a statement of the mission and purpose of North Carolina's libraries; (10) discussion papers for the national conference; (11) a fact sheet on the national conference; and (12) a copy of the North Carolina Governor's Executive Order authorizing the state and regional conferences. (BBM)

ED 333 888   IR 053 632

A Discussion and Annotated Bibliography on the Selection Interview for Interviewers and Interviewees.
American Library Association, Chicago, IL. Library Administration and Management Association.
PUB DATE - 81
NOTE - 13p.; A product of a subcommittee of the Economic Status and Fringe Benefits Committee, Personnel Administration Section.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reference Materials - Bibliographies (131)
DESCRIPTORS - *Employment Interviews; Guidelines; Information Seeking; *Job Applicants; *Library Personnel; *Personnel Selection

This combined discussion/bibliography summarizes some of the best information in the field for both those who are conducting the selection interview and those who are being interviewed. It is noted that much of the literature is written from the point of view of business, but materials dealing specifically with the library context are also provided. Information is provided in designed to address minority and women's issues. The second paper, by Stephen Curtis, the Dean of Academic Affairs, describes seminars developed at BMCC to help tenured faculty, especially women and minorities, complete their dissertations and qualify for promotion. This paper also describes the college's seminar entitled "Balancing the Curriculum for Gender, Race and Ethnicity," which explores current literature on and teaching methods for serving diverse student bodies. In the third part, Sadie Bragg, Associate Dean of Academic Affairs for Curriculum and Instruction, reviews the formation of two sub-committees created to study student retention issues at BMCC as well as other institutions, which led to attempts to enhance faculty sensitization to student needs, basic skills tutoring for students, and the hiring of more minority counselors. The fourth part, by Richard Jones, the Associate Dean of Academic Affairs for Freshman Studies, discusses BMCC's Pre-Freshman Summer Immersion Program which has improved first-year students' retention and performance. Finally, in a wrap-up section, Augusta Souza Kappner offers concluding remarks which outline outcomes of and future plans for promoting diversity at BMCC. (GFW)

ED 333 907 JC 910 188

Data and Characteristics of the Illinois Public Community College System.
Illinois Community Coll. Board, Springfield.
PUB DATE - Apr 91
NOTE - 147p.; For the previous year's report, see JC 900 338. Some tables contain small print which may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Administrators; *College Faculty; College Programs; *Community Colleges; Educational Facilities; *Educational Finance; *Enrollment; Financial Support; Full Time Equivalency; School Personnel; School Statistics; State Surveys; *Student Characteristics; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS - *Illinois

Data on the Illinois public community colleges, covering fiscal year (FY) 1990 and part of FY 1991, are presented in this report on the system's students, faculty, staff, instructional programs, operating finances, and capital construction. After introductory material provides a profile of the colleges and a map of college districts, section I presents tables showing student characteristics, including headcount data for fall 1990 by sex and type of attendance, instructional program area, age, ethnic origin, academic classification, type of residency, and enrollment status. In addition, this section offers information on proportions of district populations served, community education enrollments, and opening headcount and full-time equivalency student data for fall 1981 through fall 1990. Section II contains data on faculty and staff, including information on instructional faculty, administrative staff, non-teaching professional staff, and classified staff for fall 1990. Data on average base salaries, average class size, and percentage of on-campus classes by class size are also detailed. Section III presents program enrollment and completion data for 1990, including unduplicated enrollments by academic program, transfer and general studies degrees awarded, adult basic and adult secondary certificates awarded, and annual duplicated completers by program. Section IV contains financial data on apportionments, grants to colleges and instructional unit costs for each year since FY 1984, per capita costs, student background information on the college, its student body, and the program. Drawing on relevant second language theory, this section offers a definition of content-based instruction, describing the technique's three prototypes (i.e., theme-based, sheltered, and adjunct). This section also indicates that EI's program, which combines elements of the sheltered and adjunct prototypes, requires that students enroll concurrently in two linked classes, a language course and a content course simplified for ESL student comprehension. In section II, the preparation stage for the program is described, focusing on scheduling and facilities, student recruitment, and teacher training. Section III deals with implementation concerns, including the coordination of ESL and content instructor teams, and the day-to-day scheduling of ESL and content instruction. Next, section IV discusses evaluation, covering class and standardized testing. Extensive appendixes, which comprise the bulk of the manual, provide program materials, including class schedules for fall 1990 and spring 1991; a workshop schedule; pretests and course syllabi for social science, biology, English, math, and history; ESL adjunct lessons in social science, biology, math, and Western Civilization; three weekly information sheets; and a student information questionnaire. (JMC)

ED 333 925 JC 910 317

Briesacker, Jeanie
Interactive Computerized Video Orientation.
PUB DATE - 1 Mar 91
NOTE - 14p.; Paper presented at a conference of the California Association of Counseling and Development (Los Angeles, CA, March 1-3, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - College Admission; Community Colleges; Computer Oriented Programs; *Computer Uses in Education; *Interactive Video; *Orientation Materials; Participant Satisfaction; *Program Design; Program Development; *School Orientation; Student Attitudes; Two Year Colleges; Two Year College Students
IDENTIFIERS - *Fullerton College CA

In response to California State Assembly Bill (AB) 3, which requires the state's community colleges to implement orientations and other specified matriculation services, Fullerton College (FC) developed two orientation videos in 1989 for native speakers of English and English-as-a-Second Language (ESL) students. The videos were used by counselors or instructor advisors to orient students to campus life and resources; educational planning; registration; and placement. In addition, an orientation handbook covering much of the same material was provided for students who attended a general orientation meeting. Since many students were unable to participate in the orientation process, an interactive computerized orientation (ICO) was developed. Covering the same areas as the original video, the ICO is self-paced and self-administered and is available to students at any time before or after they submit an application. Students can begin the ICO with any section and can complete as much as they wish, though only students who complete the entire orientation are given credit for matriculation purposes. As students proceed through the ICO, objective questions are posed for the students to answer. After the ICO was tested on students in August 1990, several revisions were implemented, including the development of group and individual orientations. Beginning in December 1990, an evaluation of students' reactions to the ICO was conducted, revealing that students rated group and individual orientations very favorably

Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS - *Massachusetts

Using information submitted by individual campuses, this report provides data on 1988-90 enrollments and 1987/88-1989/90 completions at Massachusetts community colleges. Following introductory information on the collection and presentation of the data, the report provides tables of enrollments by college, race/ethnicity, gender, grade level, full-/part-time status, residence, admission status, transfer status, age, and program area. The tables focus on: (1) headcount enrollment, fall 1988 through fall 1990; (2) full-time equivalent (FTE) enrollment, fall 1988 through fall 1990; (3) percentage of headcount supported by the state, fall 1988 through fall 1990; (4) ratio of FTE to headcount, fall 1988 through fall 1990; and (5) degrees conferred, 1987/88 through 1989/90. The tables indicate percent changes every year in each category. (JMC)

ED 333 943 JC 910 337

Quimbita, Grace
Preparing Women and Minorities for Careers in Math and Science: The Role of Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
PUB DATE - Jun 91
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Academic Achievement; *Articulation (Education); *College Role; College School Cooperation; Community Colleges; *Females; Intercollegiate Cooperation; *Mathematics Education; *Minority Groups; Program Descriptions; School Holding Power; *Science Education; Student Recruitment; Two Year Colleges; Two Year College Students
IDENTIFIERS - *ERIC Digests

Community colleges can play an important role in increasing the number of people in the scientific talent pool and diversifying its ethnic and gender composition. In an effort to recruit more women and minorities into two-year college science, math, and engineering technology programs, community colleges are engaging in a wide range of special activities, such as offering vocational counseling, internships, and scholarships, as well as sponsoring on-campus events for high school students and developing articulation agreements with secondary schools and four-year institutions. A significant proportion of colleges offer programs to encourage women and minorities to enroll in science and math, and to help them succeed. Examples include: (1) Delgado Community College's Math, Science and Technology Summer Youth Enrichment Program for minority junior high school students in Louisiana; (2) Washtenaw Community College's program to upgrade basic skills for women and minority students in Mighican; (3) Connecticut's General Hartford Community College's Pre-Nursing developmental program; (4) American River College's special bridge program, involving linkages with both high schools and universities in California; (5) California's Evergreen Valley College's program which employs an all-Hispanic team of educators and community members to improve the retention and matriculation of Hispanic students; and (6) California's Occidental College's program which brings community college students on-campus into paid science research assistantships. Recruiting women and minorities into science and math careers will require a commitment to recruitment, career guidance, provision of necessary facilities and services, and a

Education; Longitudinal Studies; *Minority Groups; State Universities; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS - San Diego Community College CA

Designed to update the San Diego Community College District (SDCCD) Board of Trustees and Chancellor on district transfer activities, this report offers information on the number and characteristics of SDCCD students who transferred to San Diego State University (SDSU) in fall 1989, and outlines broader issues concerning transfer. Introductory sections provide a brief description of the definitions of transfer proposed by the National Effective Transfer Consortium and the Transfer Assembly and argue for the adoption and application of a consistent definition in the district. The next section explains the methods by which SDCCD student data were matched with SDSU data to determine the number and characteristics of district transfers. A discussion section offers a profile of transfer students, considers findings related to transfer and ethnicity, and offers data on pre- and post-transfer grade point averages (GPA's), transfer credits, and performance of transfer students. Selected findings include the following: (1) the "typical" SDCCD transfer student was a Caucasian female between the ages of 20 and 24, attending SDSU on a full-time basis, while the "typical" SDCCD student (also a Caucasian female) was more likely to be 35 years of age or older and attending part-time; (2) almost 77% of the transfer students identified "transfer" as their educational objective, compared to 51% of the general SDCCD student population; (3) the academic performance of transfer students at SDSU was on par with "native" California State University students; and (4) Caucasian and Asian students were somewhat overrepresented in the transfer group, while Latino and African-American students were slightly underrepresented. The final sections review trends and findings and offer recommendations concerning the improvement of data collection efforts and educational equity goals. (JMC)

ED 333 961 JC 910 364

Kelly, Diana K.
Planning in the 90's for Community Colleges: Coping with Rapid Change by Linking Futures Research with Professional Development.
PUB DATE - 91
NOTE - 24p.; Graduate Seminar Paper, Claremont Graduate School of Education.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS - Administrator Role; *College Planning; Community Colleges; *Environmental Influences; Faculty Development; *Futures (of Society); *Institutional Research; *Long Range Planning; *Professional Development; Research Needs; Two Year Colleges

The rate of the change now occurring outside of community colleges has made long-range planning an especially difficult task. Futures research, which attempts to forecast future scenarios by studying societal, economic, and demographic trends, can be used effectively to facilitate the institutional planning process by anticipating both internal and external changes. Forecasting can be valuable only if it is communicated to relevant decision makers, if the decision makers believe the forecast, and if there are resources available to act on the information provided. Given the normal resistance to change encountered within institutions, futures research can only be successful if the human element of the organization is considered first. Anticipating change and finding the roots of resistance to change are first steps in coping with change--a transitional process that concludes with a values and such factors as type of values, knowledge of parental values, mathematics achievement, and psychological well-being. Participants were over 3,000 American, Chinese, and Japanese 5th and 11th graders and their parents. Children were given a mathematics test. The 5th graders and their mothers were interviewed and their fathers completed a questionnaire. The 11th graders filled out a questionnaire and a subsample of their mothers were interviewed. Values of 5th graders studied were the importance of doing well in mathematics and reading. Values of 11th graders studied were those of going to college, getting good grades, having many friends, being good at sports, having dates, and having a part-time job. Findings indicated that parent-child conflicts in America were limited to social activities. Compared to Asian students, American students knew more about and were in greater agreement with parents' values concerning academic achievement. Overall, students were in greater disagreement with parents in the social domain than the academic domain. In general, student knowledge of parental values was positively related to agreement with the values. Student acceptance of values was positively related to psychological well-being. (RH)

ED 333 981 PS 019 627

Novick, Laura R.
The Role of Expertise in Analogical Problem Solving.
PUB DATE - Apr 91
NOTE - 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Age Differences; *Children; *College Students; Higher Education; *Individual Differences; *Problem Solving; Undergraduate Students
IDENTIFIERS - *Analogies; *Expertise

The primary goal of this discussion is to summarize research on the role of expertise in accounting for individual differences in analogical problem solving among college students. The discussion also relates expertise differences to current theorizing in the developmental literature that concerns analogical reasoning in children. Contents focus on the domain of math story problems. Results of three experiments involving undergraduate students that elucidate the role of domain expertise in promoting analogical transfer are reported. It was hypothesized that when a source problem is strucurally analogous to a target problem but shares few, if any, surface features with that problem, spontaneous positive transfer should be higher for experts than for novices. This hypothesis and its converse were tested in two experiments. Results suggested that expertise is important in determining the success of the retrieval component of analogical transfer and that novices have greater difficulty than experts in ignoring misleading surface similarity. A third experiment examined the importance of expertise for executing the post-retrieval processes of mapping and procedure adaptation. It is concluded that age differences in analogical reasoning among children seem to parallel expertise differences among adults. (RH)

ED 333 982 PS 019 628

Johnson, Dale L.; And Others
Enhancing the Vocational Prospects of Low-Income Hispanic Mothers: Results of a Family Support Program. Draft Copy.

The origins and development of nursery schools are traced, and their theoretical foundations are considered. The historical background of Head Start, the goals of the program, its methods of implementation, and the impact of evaluative research on its development, are considered. The paper concludes that while an emphasis on the common goals of all provisions for preschool children may ease the formulation of social policy, due consideration should be given to the unique contributions of each. An extensive list of references is included. (BC)

ED 334 001 PS 019 660

It Is Time for Lisa...
Children's Action Alliance, Phoenix, AZ.
SPONS. AGENCY - Arizona Community Foundation, Phoenix.; Arizona Public Service Co., Phoenix.; Children's Defense Fund, Washington, D.C.; Melody S. Robidoux Foundation, Tucson, AZ.
PUB DATE - Apr 91
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Research/Technical (143)
DESCRIPTORS - *Childhood Needs; *Organizational Objectives; *Public Opinion; *Social Action; *Social Agencies; State Surveys
IDENTIFIERS - *Arizona; *Childrens Action Alliance AZ

Arizona has compiled one of the most dismal records in the country for addressing children's needs. For example, at the time of this report, the state ranked last in state support of early childhood education and graduated fewer high school students than 47 other states. Hopeful signs of citizens' concern have recently been found in results of a telephone poll of 618 randomly selected registered voters. Findings revealed surprising depth of support for increased funding for children's services and education and substantial backing for elected officials who advocate more money for children's programs, even if the programs require an increase in taxes. Interpreting the results of the poll as a mandate for action on behalf of Arizona's children, the Children's Action Alliance launched a comprehensive, multi-year effort on three fronts: a public education campaign, a mobilization of supporters' efforts, and a policymakers' and lawmakers' campaign. Issues on the agenda include maternal and child health care, early childhood education, abused and neglected children, homelessness and housing, and poverty. (RH)

ED 334 002 PS 019 661

The Arizona Child Care Resource and Referral Plan.
Children's Action Alliance, Phoenix, AZ.
SPONS. AGENCY - American Express Foundation, New York, NY.; Arizona Governor's Office for Children, Phoenix.
PUB DATE - Aug 90
NOTE - 91p.; Photographs will copy poorly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Agency Role; *Day Care; Definitions; Early Childhood Education; *Information Services; *Models; Program Costs; *Referral; State Agencies; *State Programs; *Statewide Planning
IDENTIFIERS - Arizona

This document describes Arizona's 1990 child care resource and referral plan. The report consists of two parts. Part I offers an minutes. Target infant behaviors scored were social visual attention, environmental visual attention, nondistress vocalization, and distress vocalization. Mothers' response types were categorized as social, environmental, nurturant, imitative, and other. Only the first response the mother gave after the infant initiated behavior was counted. Findings indicated culture-general and culture-specific patterns of responsiveness. In all cities, mothers and infants manifested a high degree of specificity and mutual appropriateness. Differences in maternal responsiveness among the three cultures tended to occur in regard to infant looking rather than infant vocalizing (i.e., differences between environment response and social response). The most salient difference between East and West involved Japanese and Americans and concerned dyadic versus extradyadic loci of interaction. Discussion focuses on potential sources of cultural variation and implications of differences in responsiveness for child development in different cultural contexts. Citations number 100. (Author/RH)

ED 334 023 PS 019 747

Davis, Maryann
Perinatal Sex Differences in Physiological and Behavioral Stress Reactivity.
PUB DATE - Apr 91
NOTE - 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Birth; Heart Rate; *Infant Behavior; Motor Reactions; *Neonates; *Perinatal Influences; *Sex Differences; Socialization
IDENTIFIERS - Brazelton Neonatal Assessment Scale; *Stress (Biological)

This study examined physiological and behavioral stress reactivity in perinates in order to determine whether sex differences exist before extensive socialization. Fetal plasma cortisol response to the stress of labor and delivery, and neonatal heart rate and salivary cortisol response to a Brazelton Neonatal Assessment (NBAS), were measured. Male salivary cortisol was significantly higher at 10, 11, and 15 minutes post-NBAS than was female salivary cortisol. Female post-NBAS heart rate was higher than male heart rate, but the percentage change from baseline was not significant. The range of state cluster scores was higher in males, while motor performance was higher in females. (BC)

ED 334 024 PS 019 769

Round Table on the Complementarity of Formal and Non-Formal Approaches at the Primary Education Level (Hamburg, Germany, October 1-4, 1990). Final Report.
United Nations Educational, Scientific, and Cultural Organization, Hamburg (Germany). Inst. for Education.
PUB DATE - Oct 90
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Access to Education; Adult Basic Education; Developing Nations; Educational Policy; *Elementary Education;

requiring numerous modifications to fit the heuristics used by the computer program. Using Floyd's Algorithm, the shortest path between every pair of bus stops was computed. The bus stops were clustered into routes, considering the number of children allowed on a bus. A model was developed which estimated the travel time based on a description of the route, and was validated by an actual bus ride through the route. The new routes were evaluated by comparing the time and distance of the old and new routes. The appendix contains a complete description of the seven new routes that were developed, including a listing of all stops and turns the buses must make and the roads the buses are to travel on. Contains numerous tables and figures and 16 references. (KS)

ED 334 043 RC 018 244

Hales, Loyde W.; McGrew, Robin R.
AIDS--Knowledge and Attitudes of Students in Rural Schools Examined by Gender and Grade Level.
PUB DATE - 91
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; Health Education; Information Sources; Instructional Program Divisions; *Misconceptions; *Prevention; Questionnaires; *Rural Schools; Secondary Education; Sex Differences; *Sex Education; *Student Attitudes
IDENTIFIERS - Oregon

This study examined students' knowledge associated with AIDS (Acquired Immune Deficiency Syndrome) and attitudes toward AIDS patients in three remote rural Oregon school districts. Subjects were 139 females and 149 males in 7th, 8th, 9th, and 10 grades. The questionnaire used in the study was designed to obtain information concerning knowledge and attitudes in the following areas: (1) modes by which AIDS is transmitted; (2) methods and importance of preventing the spread of AIDS; (3) identifying people with AIDS; and (4) interpersonal relationships with people diagnosed as having AIDS. An additional question addressed the source of student information about AIDS. Data was interpreted for the overall group, as well as for gender and grade. On the Knowledge of Transmission Scale the average percent correct was 84.5, with no significant differences between males and females. The average percent correct for seventh graders was significantly less than that for higher levels. On the Knowledge of Prevention Scale, students scored a mean of 68.6% correct, with significant differences in gender and grade. No gender or grade differences were found on the Recognition of AIDS Scale, with a mean score of 68.8% correct. The scale dealing with Attitudes Towards AIDS Victims yielded a mean score of 73.0%, with a significantly higher mean for females. The school was the most frequently cited source of knowledge about AIDS. Results suggest that schools must provide effective AIDS education to their students. (KS)

ED 334 044 RC 018 245

Fish, Sue, Ed.; Holloway, Carolyn, Ed.
Uniting Our Concerns. Conference Proceedings (Minneapolis, Minnesota, April 22-24, 1991).
Oklahoma Univ., Norman. American Indian Inst.
PUB DATE - Apr 91
NOTE - 198p.; Attached legal documents contain broken type or faint printing. Annual Conference "Protecting Our Children," National American Indian Conference on Child Abuse and Neglect (9th) and

objective of this research was to investigate and describe in detail the constructive learning process of children who interacted with a computer microworld that incorporated the central objectives and relations of transformational geometry. The qualitative model in this research focused on discerning changes in students' content knowledge, changes in their strategies for using the microworld environment, and changes in their goal behavior. Included in the report are the theoretical framework, methods of data collection, preliminary results, and examples of microworld activities. Even though the small sample size of this case study (n=12) prevented tests for statistical significance, specific results included an increase of 9 percent on the most difficult transformation task (identifying rotations) to an increase of 25 percent on the easiest task (executing reflections). Further, the results yield support for previous conclusions that students require meaningful problem-solving activities to facilitate the construction of new knowledge. (11 references) (JJK)

ED 334 062 SE 052 113

Kenney, Margaret J., Ed.; Hirsch, Christian R., Ed.
Discrete Mathematics across the Curriculum, K-12. 1991 Yearbook.
National Council of Teachers of Mathematics, Inc., Reston, Va.
PUB DATE - 91
NOTE - 248p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Collected Works - General (020)
DESCRIPTORS - *Algorithms; *Computer Uses in Education; Elementary Secondary Education; Graphs; Higher Education; Mathematical Models; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Matrices; *Problem Solving
IDENTIFIERS - *Discrete Mathematics; NCTM Curriculum and Evaluation Standards

This yearbook provides the mathematics education community with specific perceptions about discrete mathematics concerning its importance, its composition at various grade levels, and ideas about how to teach it. Many practical suggestions with respect to the implementation of a discrete mathematics school program are included. A unifying thread throughout the book is that discrete mathematics incorporates many of the recommendations found in the Curriculum and Evaluation Standards for School Mathematics of the National Council of Teachers of Mathematics. Contents include: (1) Perspectives and Issues (rise to prominence, implications, and cautions); (2) Teaching in Grades K-8 (strengthening traditional curricula through problem-solving approach); (3) Teaching in Grades 7-12 (appropriateness for both precollege students and noncollege-intending students); (4) Graph Theory (formulation of real-world applications of algorithmic thinking); (5) Matrices (computer-based storage and manipulation of numerical data); (6) Counting Methods (enhancement of combinatorial reasoning with manipulatives dominoes , geometric concepts, and generating functions); (7) Recursion, Iteration, and Induction (spreadsheet programs and computer graphics as tools to explore concepts and applications); (8) Algorithms (thinking procedurally without the rigor of computer programming); and (9) Units, Activities, and Projects (open-ended, relevant problems lead to debate and discussions among students). (JJK)

ED 334 063 SE 052 115

MacRae-Campbell, Linda; McKisson, Micki
War: The Global Battlefield. Our Only Earth. A Curriculum for Global

Programs; *Intervention; Learning Laboratories; *Mathematics Achievement; Mathematics Education; Middle Schools; Program Descriptions; Skill Centers; Slow Learners
IDENTIFIERS - *Columbus Public Schools OH

The Mathematics Improvement Component (MIC) was first implemented in the Columbus (Ohio) Public Schools in 1987-88 to assist elementary and middle school pupils who were low achievers in mathematics. Three programs comprised the 1989-90 MIC: the Elementary Computer Assisted Instruction (Elem-CAI) Program, the Elementary Competency Based Education (Elem-CBE) Program, and the Middle School Competency Based Education (Middle-CBE) Program. In the first program, selected students were served an average of three times per week in computer-assisted instruction (CAI) labs, and classroom teachers delivered additional individual and small-group instruction. In both MIC-CBE programs, selected pupils were administered tests periodically that provided objective-based mastery information related to the Columbus district's course of study. All three MIC programs included ongoing diagnosis of mathematics difficulties and assessment of pupil progress based on the cooperative efforts of the program teachers and the classroom teachers. The three programs combined to serve 2,050 students in 31 elementary schools and 12 middle schools with the assistance of 44 teachers. (Besides the pupil census information, this report contains the following: standardized achievement test results; potential retainee/course failure information; and appendixes which include parental involvement surveys, inservice evaluation questionnaires, computer census tallies, and the process evaluation logs that were compiled by supervisors.) (JJK)

ED 334 081 SE 052 168

Lee, Carolyn S., Comp.
Mathematics Education Programs That Work: A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.
Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
PUB DATE - Feb 91
NOTE - 35p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050), Reference Materials - Directories/Catalogs (132), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Curriculum Development; Demonstration Programs; Elementary School Mathematics; Elementary Secondary Education; *Federal Programs; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; National Programs; Program Descriptions; Public Agencies; Secondary School Mathematics; Technical Assistance
IDENTIFIERS - *National Diffusion Network Programs; Office of Educational Research and Improvement

The National Diffusion Network (NDN) was established in 1974 through the Office of Educational Research and Improvement upon the belief that there are few difficulties encountered by school systems that have not been solved successfully in some other location. The primary function of the NDN is to disseminate information about a wide array of exemplary educational programs through which a local school system may solve its own unique problems without the necessity for starting from scratch. The term "exemplary program" is conferred only after a project has been approved by the U.S. Department of Education's Joint Dissemination Review Panel, recently renamed the Program Effectiveness Panel. This catalog contains descriptions of the exemplary mathematics education

Port Arthur Alive: Exploring Past and Present, 5. Profiles.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 87
NOTE - 82p.; For related documents, see SO 021 198-201.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Biographies; *Correctional Institutions; Elementary Secondary Education; Foreign Countries; *History; *History Instruction; Instructional Materials; Military Personnel; *Prisoners; Social Studies; *Student Research; Teaching Methods
IDENTIFIERS - *Australia (Tasmania); Nineteenth Century History

Part 5 of this five part project helps students of the Tasmanian region of Australia explore the history of Port Arthur, a 19th century penal colony located in Tasmania. The project is based on three ideas: (1) studying history can be educational and enjoyable; (2) imagination is an essential part of studying history; and (3) history is most of all a means by which to seek to understand the present--one's self and society as it exists now. Part 5 of the project contains 35 profiles of Port Arthur residents: convicts, military personnel, and free persons. (DB)

ED 334 105 SO 021 203

Tasmania: Excellence in Education.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 90
NOTE - 12p.; Photographs may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Art Education; Computer Uses in Education; Continuing Education; *Educational Quality; Elementary Secondary Education; Foreign Countries; Foreign Culture; Postsecondary Education; Public Education; *Role of Education; *Student Development; Student Educational Objectives
IDENTIFIERS - *Australia (Tasmania)

This document briefly reviews the educational system in Tasmania (Australia). It outlines particular programs from primary to postsecondary education, emphasizing the goal of individual student development. Photographs accompany many of the program descriptions. (DB)

ED 334 106 SO 021 204

Gallipoli: Personal Records of War. The Gallipoli Diary of Archie Muir and Teacher's Guide.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 87
NOTE - 126p.; Photographs will not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Diaries; Elementary Secondary Education; Foreign Countries; *History Instruction; Instructional Materials; Maps; *Photographs; Primary Sources; Teaching Guides; *World History; *World War I
IDENTIFIERS - Australia; *Turkey (Gallipoli)

This document is a compilation of materials for teaching about Australian involvement in the First World War, with a specific focus on the battle of Gallipoli (Turkey) in which several costs; and (8) closely monitor implementation of the special education formula. School district reports of unmet needs in special education are summarized, focusing on the statewide need for an additional 85 specialists. (JDD)

ED 333 626 EC 300 379

Wright, Barbara
What Legislators Need To Know about Mental Retardation and Developmental Disabilities.
National Conference of State Legislatures, Denver, CO.
PUB DATE - Feb 90
NOTE - 48p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Deinstitutionalization (of Disabled); Delivery Systems; *Developmental Disabilities; Financial Needs; Financial Policy; Financial Support; *Human Services; Intervention; *Mental Retardation; *Policy Formation; Program Development; *Public Policy; State Programs

This publication provides background information on financing and programming for persons with developmental disabilities to assist state legislators in making public policy and funding decisions. The booklet is in a question-and-answer format and covers the following topics: (1) definition of developmental disabilities and factors of concern to legislators, including discussion of demographic changes, federal reforms, pressure to make the most efficient use of funds, and pressure from advocacy groups; (2) services needed by persons with developmental disabilities, in the areas of health care, home-based and community-based services, housing, jobs, income support, and education; (3) available federal, state, and local support and funding sources; (4) public and private support, including employer-mandated insurance coverage, high-risk pools, subsidies for private health insurance, and state-financed or state-mandated catastrophic health insurance; (5) state compliance with the Omnibus Budget Reconciliation Act, which requires states to find alternative placements for persons with mental handicaps who have been placed inappropriately in nursing homes; and (6) innovative state programs in the areas of family support services, housing, integrated education, supported employment, and transition programs. The guide includes 84 reference notes, a glossary, a list of acronyms, and a list of 15 organizational resources. (JDD)

ED 333 627 EC 300 380

Stinson, Michael S.; Whitmire, Kathleen
Self-Perceptions of Social Relationships among Hearing-Impaired Adolescents in England.
PUB DATE - Aug 90
NOTE - 38p.; Paper presented at the International Congress on Education for the Deaf (17th, Rochester, NY, July 29-August 3, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Adolescents; Attachment Behavior; College Students; Foreign Countries; *Hearing Impairments; Higher Education; Identification (Psychology); Interaction; Interpersonal

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; *Developmental Disabilities; Diseases; *Drug Use; Elementary Secondary Education; Health Education; *Health Promotion; *Learning Problems; Lesson Plans; Postsecondary Education; Sex Education; *Sexuality

This functional curriculum is intended to teach people with developmental disabilities or other learning problems how to prevent infection with HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome). The entire curriculum includes six video segments, four illustrated brochures, 28 slides and illustrations, as well as a guide to 18 lessons. Introductory materials cover such topics as policies and procedures, administrative and parental support, preparation of instructors, assessment of outcomes, and approaches to instruction. Lessons address questions such as the following: "What is AIDS?"; "What causes AIDS?"; "Who can get AIDS?"; "How can you tell if a person has the virus?"; "How can I protect myself if someone near me is bleeding?"; "How can I protect myself from getting the AIDS virus through sexual activity?"; "How can I say "no" to having sex?"; "What is a condom?"; "How do people use condoms?"; "How do people get condoms?"; "How can I insist on having safer sex?"; "How can using drugs pass the AIDS virus?"; "How should I treat someone who has the AIDS virus?"; and "How can I find out if the AIDS virus is in my body?". Appended are various position statements and resolutions, a listing of sexuality resources, and a list of AIDS hotlines. (DB)

ED 333 647 EC 300 401

Nelson, Richard P.; And Others
A Survey of Special Health Care Procedures Required by Students in Iowa Schools. A Preliminary Report.
PUB DATE - Feb 90
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Ancillary School Services; Delivery Systems; Elementary Secondary Education; *Health Services; Mainstreaming; Medical Services; Nurses; *Special Health Problems; Special Schools; State Surveys
IDENTIFIERS - *Iowa

This preliminary report summarizes a statewide (Iowa) survey which assessed the extent of the use of special care procedures in the public schools. Respondents included 873 schools including the 17 special schools which serve children with multiple disabilities. Reporting schools identified 460 students with requirements for special care procedures with the largest number of children in the 6-8 year age range. The students identified required 598 special care procedures in the school setting. The most common procedures included: delivery of medications via special means; intermittent urethral catheterization; delivery of feedings via gastrostomy tube; suctioning of the mouth or airway; care of a tracheostomy and use of a feeding pump; and administration of oxygen or use of a monitor. The survey found that 42% of students were being served in regular classroom settings and 30% in self-contained special classes. Registered nurses were the largest single provider of services (39%). A large number of schools identified the need for technical assistance in the areas of policy and procedures, inservice training, and resource materials. Tables detailing survey results are appended. (DB)

ED 333 648 EC 300 402

implementation with gifted/talented (G/T) students and developmentally handicapped (DH) students. The project involved four major areas of study (economic development, career education, social/interpersonal skills, and health/nutrition) and provided practical application of these areas of study. The practical application component consisted of planning, implementing, and maintaining a nutritious snack bar to serve intermediate-grade students during cafeteria lunch periods. The G/T class, consisting of seven third- and fourth-grade students, and the DH class, consisting of six fourth- and fifth-grade students, completed the units of study as separate classes and worked cooperatively on the snack bar project. This paper describes the project's rationale, content, goals and objectives for each unit of study, and procedures. The paper offers specific examples of procedures used in many aspects of program development and implementation: consultant support; funding; business plan; research; product selection; location; equipment; personnel; training; implementation; public relations; support study units; project closure, evaluations, and projections; and awards banquet. Appendices contain project forms and budgetary information. (13 references) (JDD)

ED 333 668 EC 300 424

Research in the Classroom: Fourth Annual Report of Research Projects Conducted by Educators in Their Classrooms.
Colorado Council for Learning Disabilities.; Colorado State Dept. of Education, Denver. Div. of Special Education Services.
PUB DATE - Feb 91
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Auditory Discrimination; *Classroom Research; *Classroom Techniques; Computer Assisted Instruction; Early Intervention; Elementary Secondary Education; Instructional Effectiveness; Language Acquisition; *Learning Disabilities; Outdoor Education; Program Descriptions; Reading Instruction; Research Projects; Spelling Instruction; Stress Management; *Teaching Methods; Writing Skills
IDENTIFIERS - *Colorado

Summaries are provided of classroom research projects undertaken by Colorado teachers of students with learning disabilities. For each project, the document supplies the project title, researcher, school, problem statement, objective, population, assessment, procedures, evaluation, implications, and resources used. Project titles and researchers were as follows: "Auditory Discrimination Can Help Johnny To Spell" (Susan Denison); "Compared Effectiveness of Methods That Teach Language Development to Learning Disabled Students" (Holly Shaulis-Cunningham); "Early Intervention at the First-Grade Level" (Alys Wathen and Wendy Newman); "Incorporation of Outdoor Education as a Teaching Technique in the Learning Disabled Classroom" (Vicki Wattier); "Lifeskills for Stress and the Learning Disabled Student" (Linda French); "Using the Computer To Meet Specific Writing Needs of Learning Disabled Students" (Deborah Usrey); and "Whole Language versus Basal Reading Instruction for Learning Disabled Students" (Heidi Gesso). (JDD)

ED 333 669 EC 300 425

Garner, Malcolm; And Others
L.E.A. Support Services for Meeting Special Educational Needs. S.E.N.N.A.C. Survey.

alternative funding information, as well as disability-related organizations and organizations/conferences relating to computers and disability. (JDD)

ED 333 687 EC 300 443

Boyd, Lawrence H.; And Others
The Graphical User Interface Crisis: Danger and Opportunity.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - Sep 90
NOTE - 23p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Accessibility (for Disabled); *Blindness; Computer Graphics; Computers; Computer Software Development; Design Requirements; Developmental Stages; Input Output Devices; Microcomputers; Problems; *Technological Advancement
IDENTIFIERS - *Graphical User Interfaces

This paper examines graphic computing environments, identifies potential problems in providing access to blind people, and describes programs and strategies being developed to provide this access. The paper begins with an explanation of how graphic user interfaces differ from character-based systems in their use of pixels, visual metaphors such as icons and windows, locational and contextual information, and mouse-controlled interaction and random access. The paper then analyzes how much of the benefits of the graphic user interface are shared by blind users. Three stages of access to the graphic user interface are described: (1) the customizing stage; (2) the ssingle-sensory mouseless strategy for providing access to standard text, icons and simple graphics, standard graphical structures, and navigation and control; (3) the multisensory approach with a resurrected mouse, designed to extend compatibility across applications and operating systems and extend access to complex graphics and other benefits. The paper concludes that, as problems are overcome, the resulting computer access systems will provide persons who are blind with new capabilities that were not possible with earlier character-based systems. (Includes 10 references.) (JDD)

ED 333 688 EC 300 444

Commonly Asked Questions: If a Disabled Person Needs a Communication System or a Computer, How Can They Select the Right Equipment?
Wisconsin Univ., Madison. Trace Center.
PUB DATE - 91
NOTE - 5p.; A product of the Trace Research and Development Center, Waisman Center and Department of Industrial Engineering.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Disabilities; *Equipment Evaluation; *Evaluation Methods; Microcomputers; *Selection; Staff Role; Teamwork
IDENTIFIERS - *Augmentative Communication Systems

Suggestions are offered to help disabled persons who need a communication system or computer to select the appropriate record-keeping forms, and relevant letters are appended. Includes 31 references. (DB)

ED 333 707 EC 300 475

Newman, Lynn
The Relationship between Social Activities and School Performance for Secondary Students with Learning Disabilities. Findings from the National Longitudinal Transition Study of Special Education Students.
SRI International, Menlo Park, Calif.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - Apr 91
NOTE - 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 2-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; Academic Failure; Attendance; Clubs; Community Organizations; Dropout Characteristics; Extracurricular Activities; *Friendship; Interpersonal Relationship; *Learning Disabilities; Longitudinal Studies; Secondary Education; *Student Participation; Student School Relationship; *Time Management
IDENTIFIERS - *National Longitudinal Transition Study Spec Ed Stu

This study used data from the National Longitudinal Transition Study of Special Education Students to examine whether social activities had an impact on the academic performance of 832 youth with learning disabilities. More than one-third of the high-school youth were reported to see friends outside of school 6 or 7 days a week. These students had higher absenteeism from school and were more likely to have received a failing grade than did students who were less actively involved with friends outside of school. High absenteeism and grade failure were among the strongest predictors of youth dropping out of school. In contrast, students who were engaged in school or community groups had significantly lower school absenteeism and better grade performance. Findings suggest that students who bonded with school, whose friendships did not overly compete with the time needed to meet school responsibilities, were better students. Schools are encouraged to provide opportunities for students with varying interests to find social memberships and help parents set guidelines for appropriate out-of-school social activities. (DB)

ED 333 708 EC 300 476

Free Appropriate Public Education for Students with Handicaps: Requirements under Section 504 of the Rehabilitation Act of 1973.
Office for Civil Rights (ED), Washington, DC.
PUB DATE - Apr 88
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Access to Education; *Compliance (Legal); Definitions; *Disabilities; Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; Free Education; *Legal Responsibility; Public Education; School Districts; Student Evaluation; Student Placement; *Student Rights
IDENTIFIERS - *Rehabilitation Act 1973 (Section 504)

This pamphlet examines free appropriate public education (FAPE) including biography, drama, folklore and mythology, historical fiction, modern fantasy, nonfiction, picture book, poetry, realistic fiction, and science fiction. The materials were selected to appeal to readers with a variety of learning abilities and interests. Citations are divided into three sections, including: core and extended materials, recreational and motivational materials, and dual-text materials. Each entry is annotated and includes an entry type (in the case of core and extended materials), recommended grade span, an indication whether the entry is a translation from another language, and genre. Author and title indexes are also provided. (MSE)

ED 333 729 FL 019 218

Hirschler, Julie A.
Preschool Children's Help to Second Language Learners: A Case Study of Tiffany.
PUB DATE - Apr 91
NOTE - 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cambodian; Case Studies; *Child Language; Classroom Communication; English; Ethnography; *Intercultural Communication; *Interpersonal Communication; *Preschool Children; Preschool Education; *Second Language Learning; *Second Languages; Spanish

A microethnographic study and intervention were conducted in a mixed-age preschool classroom with 3- to-5-year-old native speakers of English, Khmer, and Spanish. All were learning English and had native-language support. In the study's first phase, the language of five children was audiotaped during play time. In the second phase, the whole class, then each target child individually, were taught strategies for interacting more frequently and more optimally with second-language learners (L2s): initiation, reinitiation, slower rate of speech, better enunciation, requesting clarification, and recasting and expansion. In the third phase, language data from the original five children were collected and coded. Results indicate that while all target children interacted more frequently after the intervention, one child, Tiffany, far exceeded the others in quantity and quality of interactions with L2s. She greatly increased the proportion of time spent with them, initiated conversations more frequently, and took more turns talking to them than others did. She spent much of her time assuming a teaching role with Khmer-speaking girls, using known-answer questions and organizational comments while directing their play schedules. The findings indicate the potential of introducing such communication interventions in multicultural classrooms. (Author/MSE)

ED 333 730 FL 019 220

Baltra, Armando
Components of a CALL Teacher Training Workshop.
PUB DATE - Mar 91
NOTE - 14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (25th, New York, NY, March 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Computer Assisted Instruction; *Computer Software;

PUB DATE - 91
NOTE - 17p.; Paper presented at the Annual Meeting of the First Language International Conference (Elsinore, Denmark, May 31-June 2, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Class Activities; Classroom Techniques; Cognitive Mapping; Discourse Analysis; Educational Strategies; Foreign Countries; *Interpreters; *Interpretive Skills; *Redundancy; *Semantics; Skill Development; *Translation
IDENTIFIERS - *Simultaneous Interpretation

A discussion of text translatability in simultaneous interpreting (SI) looks at semantic redundancy, the repetition of semantic components essential to creating an utterance, and offers some classroom techniques for teaching interpreting skills. It is proposed that the translatability of a text in SI should be studied in terms of the experiential and cognitive models used in the making of its sentences, i.e., whether they are the result of one-domain mapping (iconic or metonymic) or two-domain mapping. A text can be handled optimally in SI if the predominant types of mapping in the making of its utterances are one-domain iconic mapping; one-domain metonymic mapping, with the same part; whole relationship in the two languages; and two-domain metaphorical mapping with some restrictions. Most SI training is oriented toward increasing knowledge of the language used in some major fields, coping with grammatical difficulties, and developing memory and attention. However, the semantics of the utterance should also be addressed by helping students cope with language-specific cognitive mapping, particularly in a workshop format. Class exercises using: (1) exemplary analysis with instruction for individual work; and (2) report-with-discussion are useful for this type of training. (MSE)

ED 333 751 FL 019 262

Viaggio, Sergio
Teaching Beginners To Shut Up and Listen. A Conference Interpreter Espouses Silence.
PUB DATE - 91
NOTE - 12p.; Paper presented at the Annual Meeting of the First Language International Conference (Elsinore, Denmark, May 31-June 2, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classroom Techniques; *Interpreters; *Interpretive Skills; Introductory Courses; *Language Processing; Semantics; *Short Term Memory; Skill Development; *Translation

All beginners at simultaneous interpreting falter at the flow of oral language, unaware that their short-term semantic flow of oral language, unaware that his short-term semantic memory can be managed more efficiently if used to store units of meaning rather than discrete words. Beginners must learn to listen for sense from the start and focus less on the exact words used. At first, interpreters will spend too much time listening, most of the remainder processing, and then have to make do with speaking only a few words. Rather than process and speak all of the discourse, part of it incorrectly, they need to learn to say nothing. The only exception to this is when they have begun a phrase they don't understand; at that point they should finish the phrase well,

Ostar, Roberta H.
Public Roles, Private Lives. The Representational Role of College and University Presidents.
American Council on Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.
SPONS. AGENCY - John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Lilly Endowment, Inc., Indianapolis, Ind.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE - 91
NOTE - 75p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Administrator Role; *College Presidents; Donors; Higher Education; *Institutional Advancement; Interpersonal Relationship; Interviews; *Role Perception; Social Environment; Social Life; *Spouses; Volunteers

A survey of and interviews with 259 college and university presidents and their spouses (65 percent response rate from 400 distributed) sought to understand their role as "living logos" of their institutions. Results found that the position of president is a way of life which involves the entire family; that presidents and their spouses represent their institutions at between 100 to 170 events a year; that through their personal contact with donors, presidents and their spouses enlist financial support for their institutions; and that presidents and their spouses host from 50 to 60 functions a year for their institutions. Almost two-thirds of the presidents live in a university-owned home and use it for entertaining on behalf of the institution. Most presidential spouses, whether employed or not, volunteer enormous amounts of time for their institutions. The study concluded that presidents with their spouses function as the public personification of their institution, that this function is important to the advancement of the institution and that carrying out this role requires a large time commitment from their private lives. Several appendixes contain details of the survey design and methodology, the survey document, a list of tables, 16 references and a guide to abbreviations used in the graphs. (JB)

ED 333 773 HE 024 598

Scott, Robert A.
Strategies for Internalizing Campus and Curriculum. AASCU Pocket Platform.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE - 90
NOTE - 13p.; Speech presented at the 1990 National Conference on "Internationalizing Campus and Curriculum."
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Case Studies; College Curriculum; *Curriculum Development; *Educational Change; *Educational Planning; Evaluation Criteria; Higher Education; *International Education; *Multicultural Education; *Organizational Change; Organizational Objectives
IDENTIFIERS - Ramapo College of New Jersey

This speech presents strategies to encourage international and multi-cultural education on college campuses. Six areas are listed financial exigency, termination, institutional responsibilities, academic unit heads); (8) "Agreement Administration" (disputes and arbitration, maintenance of practices, decertification, agreement construction, totality of agreement, savings and separability, duration and amendment, dispute settlement procedure). Attached are a list of definitions, a memo of understanding, and an index to the document. (JB)

ED 333 793 HE 024 638

Collective Bargaining Agreement by and between Hofstra University and the Hofstra Chapter of the American Association of University Professors. September 1, 1988-August 31, 1991.
American Association of Univ. Professors, Washington, D.C.; Hofstra Univ., Hempstead, N.Y.
PUB DATE - 1 Sep 88
NOTE - 79p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Access to Information; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Equal Opportunities (Jobs); Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Library Personnel; Part Time Faculty; Personnel Policy; *Private Colleges; Records (Forms); Reduction in Force; Released Time; Teacher Dismissal; Teacher Employment Benefits; Teacher Placement; Teacher Promotion; Teacher Salaries; Teacher Strikes; Tenure; Unions
IDENTIFIERS - *AAUP Contracts; American Association of University Professors; *Hofstra University NY

This document details the collective bargaining agreement between Hofstra University and the Hofstra Chapter of the American Association of University Professors (AAUP) for the period September 1, 1988 to August 31, 1991. It presents the following 23 articles: list of definitions; recognition of AAUP; faculty statutes and policy series; general relationship between the AAUP and the University; appointment, reappointment, non-reappointment, promotion, and tenure; working conditions; fringe benefits; compensation; reduction of faculty as a consequence of curricular curtailment or financial exigency; no strike, work stoppage or lockout; grievance and arbitration procedures; merger or acquisition; released time; union security and check-off; separability; interest succession; non-discrimination clause; personnel files; affirmation of full disclosure; past practices; department chairpersons; adjunct faculty and special faculty status; duration and effective date. Five appendices contain policies relating only to the New College, special library staff policies, policies for the District 65/District Council 37 Hofstra Institute of Applied Social Science, target dates for action, and memorandum of understanding. (JB)

ED 333 794 HE 024 639

1988-91 Agreement between Oakland University and the Oakland University Chapter, American Association of University Professors.
American Association of Univ. Professors, Washington, D.C.; Oakland Univ., Rochester, Mich.
PUB DATE - 88
NOTE - 96p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Access to Information; Arbitration; *Collective

meeting and four papers on John Henry Cardinal Newman in celebration of the 100th anniversary of his death in 1890. The papers on Newman include the following: "Newman's Idea of a University: Is It Viable Today?" (E. J. Miller); "The Newman-Lonergan Connection: Implications for Doing Theology in North America" (C. M. Streeter); "Newman and 'The Ecclesial Vocation of the Theologian'" (G. Magill); "Cardinal Newman: A Study in Integrity" (J. R. Quinn); and "Faculty Address" (J. L. Heft). The annual meeting papers include: "The Catholic Imagination and The Catholic University" (A. M. Greeley); "The Church and its Responsibility to Foster Knowledge" (M. J. Buckley); "How is Intellectual Excellence in Philosophy to be Understood by a Catholic Philosopher? What has Philosophy to Contribute to Catholic Intellectual Excellence?" (A. MacIntyre); "Catholic Intellectual Excellence: Science and Technology" (A. B. Hayes); "Theological Excellence in the Catholic University" (M. Collins); and "Response Upon Reception of the 1991 Rev. Theodore M. Hesburgh, CSC, Award" (W. J. Ong). (JB)

ED 333 813 HE 024 661

Massy, William
Improving Productivity in Higher Education: Administration and Support Costs.
Forum for College Financing.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 91
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Administrator Evaluation; *College Administration; Costs; *Evaluation Methods; *Higher Education; Improvement Programs; *Institutional Evaluation; Office Automation; *Productivity; Resource Allocation

Among the many reasons why college and university costs are rising are factors internal to the institutions which hold down productivity. Most efforts to improve productivity usually fail because they do not introduce new energy or information from the outside. In order to improve productivity, formal, non-quantitative evaluation should include a process-by-function matrix where function refers to activities generally associated with an organizational unit. A next step includes process flowcharts for the processes in the previous matrix (e.g., information on the order in which activities are typically or necessarily performed). Next the process must diagnose by examining the importance, reliability, and redundancy of each element of each flowchart. Once satisfied that only essential tasks are being performed, the next step is to determine whether they can be performed more efficiently using automation and information technology. Finally, the effort must optimize staff allocations by substituting less expert and hence less costly people for those with higher levels of expertise. However, despite the understanding derived from evaluation, direct management intervention is required to remove the impediments and unleash the forces that will enhance productivity and allow more resources to flow to academic operations. (JB)

ED 333 814 HE 024 662

Hodson, James
Institutional Affiliations of Psychology Authors, 1983-1988.
Minnesota Univ., Minneapolis.

Collis, John
Educational Malpractice. Liability of Educators, School Administrators, and School Officials.
PUB DATE - 90
NOTE - 702p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Information Analyses/State-of-the-art Materials (070), Books (010)
DESCRIPTORS - Academic Standards; *Accountability; Administrators; *Court Litigation; *Educational Malpractice; *Educational Responsibility; Elementary Secondary Education; Higher Education; *Legal Responsibility; *School Personnel; State Standards; Teachers
IDENTIFIERS - Iowa; Nebraska; Oregon; Utah

This treatise is a compilation of various educational malpractice cases as well as other references regarding educational malpractice and related malpractice cases from other professions, such as medicine, law and psychiatry, and is intended to serve as a source for understanding the complex and sensitive problems relating to educational malpractice. Relevant portions of complaints, answers, briefs, memorandums, court opinions, and articles are included. The text focuses in particular on whether courts should entertain educational malpractice suits. The first of five parts treats the status of educational malpractice past and present including a general overview, a survey of the law, and legal theories available. Part II is a summary and analysis of educational malpractice cases including landmark "pure" cases, "hybrid" cases, cases in higher education, and peripheral cases. Part III presents an analysis of the arguments advanced for and against recognizing educational malpractice and application of validity criteria. Measures taken to monitor the educators are the subject of part IV. The last part presents a general view on educational malpractice and a summation. Ten appendixes reproduce standards of competence for Nebraska, Utah, Iowa, and Oregon and the text of six pertinent cases. (JB)

ED 333 833 HE 024 692

Mohapatra, Manindra K.; And Others
Indiana Public Administrators and the Teaching of Public Administration: Some Empirical Findings.
Indiana State Univ., Terre Haute. Center for Governmental Services.
PUB DATE - Feb 91
NOTE - 19p.; Paper presented at the National Teaching Public Administration Conference (14th, Knoxville, TN, February 20-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Administrator Attitudes; *Administrator Education; *Course Content; Educational Needs; Graduate Study; Higher Education; Professional Education; *Public Administration Education; Responses; State Surveys
IDENTIFIERS - *Indiana

A fall 1990 mail survey of 1,000 Indiana public administrators (500 state, 500 local) was carried out by the Center for Governmental Services at Indiana State University. The survey sought to identify the aggregate and individual views of these incumbent public administrators concerning issues of import to the teaching of public administration at the graduate level. A total of 240 usable questionnaires were received. Nearly 54.4% of the respondents indicated familiarity with professional degree

EDRS-PRICE - EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Academic Persistence; Adult Students; Computer Assisted Instruction; Continuing Education; *Cooperative Programs; Courses; *Delivery Systems; Educational Philosophy; Educational Quality; Faculty Development; Higher Education; Instructional Innovation; *Interdisciplinary Approach; Labor Turnover; *Learning; Minority Groups; *Nontraditional Education; Nontraditional Students; Prior Learning; Program Evaluation; Recruitment; School Business Relationship; Student Evaluation; *Teaching Methods

Alternative approaches to learning are the subject of these approximately 50 papers on non-traditional and interdisciplinary programs in higher education. The first set of papers addresses adult learning, including possible teaching and learning strategies, and ways to develop faculty and student performance through college fairs for adults, adult developmental psychology, educational planning, competition versus collaboration, and discourse analysis. The next group of papers describe alternative delivery systems such as various computer based methods, videotaped programs, and televised instruction. Assessment of prior learning and program assessment is considered in six papers which look at assessment methods, 2-year and 4-year college cooperation, and work autobiographies. Consortial, cooperative and collaborative programs are the subject of several papers which describe corporate-university partnerships, an interdisciplinary approach for soldiers and sailors, how to link the needs of industry and business with the educational approach, and developing effective communication for non-native employees. Four papers address philosophical issues in non-traditional and interdisciplinary education. The next five papers treat the recruitment and retention of special students and faculty through marketing, service management, commitment and other approaches. The following section includes eleven papers each of which describes special non-traditional or interdisciplinary courses. In the last group twelve papers describe special programs. (JB)

ED 333 853 HE 024 713

Reithlingshoefer, Sally J., Ed.
Developing Effective Interdisciplinary Instruction: Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs (9th, Virginia Beach, Virginia, May 13-15, 1991).
George Mason Univ., Fairfax. School of Continuing and Alternative Learning.
PUB DATE - 15 May 91
NOTE - 529p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Adult Students; Continuing Education; *Cooperative Programs; Delivery Systems; Educational Quality; *Faculty Evaluation; Females; Graduate Students; Higher Education; Instructional Innovation; *Interdisciplinary Approach; *Minority Groups; *Nontraditional Education; Nontraditional Students; Reading Instruction; School Business Relationship; *Teaching Methods; Writing Instruction

These selected papers on non-traditional and interdisciplinary programs in higher education take as their theme, developing effective interdisciplinary instruction. The first set of papers which address teaching in interdisciplinary programs describe particular programs, address teaching theory, and examine interdisciplinary teaching in connection with particular subject

PUB DATE - 84
NOTE - 112p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Financial Support; Institutional Advancement; *Libraries; Library Associations; Library Role; *Lobbying; Politics; Public Libraries; Public Relations; *State Aid; *State Government; *State Legislation

This publication provides detailed guidelines on how libraries and library associations can begin the process of lobbying in the state capital for funding or legislation. The first of three major sections covers how to use the legislative process, how to develop a government relations program, and how to select public relations tools. The second section focuses on the legislative and lobbying efforts of library groups in the 50 states, while the third provides examples of various types of printed materials that can be used to further state legislative campaigns. Also included in this section is a listing of state aid awarded to public libraries in 1983-84 expressed in dollars per capita. (MAB)

ED 333 872 IR 053 608

Harvey, Diane, Ed.
National Libraries' Leadership Roles and Responsibilities. Minutes of the Semiannual Meeting of the Association of Research Libraries (115th, Bethesda, Maryland, October 18-20, 1989).
Association of Research Libraries, Washington, D.C.
PUB DATE - 90
NOTE - 119p.; For the minutes of the 114th meeting, see ED 324 021.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Academic Libraries; Computer Networks; Financial Support; *Futures (of Society); Higher Education; *Information Technology; Library Associations; *Library Role; Library Services; *National Libraries; Preservation; *Research Libraries; Shared Resources and Services
IDENTIFIERS - Association of Research Libraries; National Research and Education Network

This membership meeting of the Association of Research Libraries (ARL) opened with an overview of the challenges facing research libraries and the relationships between the three U.S. national libraries and the members of ARL by Sidney Verba of Harvard University. The directors of the national libraries then spoke on their current programs and plans for the next 10 years--James Billington for the Library of Congress, Donald Lindberg for the National Library of Medicine, and Joseph H. Howard for the National Agricultural Library. The program focused on a number of issues, including: new roles of services envisioned for the national libraries; enhancing access by the U.S. research community to foreign information products and services; dissemination of U.S. government information; how technology can enhance access and resource sharing; financing library programs, including fees/user charges to recover costs and supplement appropriations; licensing as a mechanism to control secondary uses of information products or services developed by these libraries; the evolving National Research and Education Network; and preservation strategies. Following each presentation, a panel of ARL directors posed questions leading to general discussion of the ideas and concerns raised. After the final program session, the National Library of Medicine and the National Institutes of Health hosted a series of information technology demonstrations designed brief, and interviewers and interviewees are urged to refer to at least some of the full sources listed in the 18-item bibliography of print and audiovisual resources at the end of the pamphlet. Topics touched on for the interviewer include the theory and practice of selection interviews and the principles of a successful interview. Interviewees are offered suggestions on how to prepare for an interview, including questions to ask, where to find information on the library where they are being interviewed, and how to deal with problem questions that are too personal or may be discriminatory. Specific items from the bibliography are cited in appropriate places in the discussion. (BBM)

ED 333 889 IR 053 633

Wallace, Danny P.; And Others
Age Analysis of Public Library Collections. Final Report.
Louisiana State Univ., Baton Rouge. School of Library and Information Science.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - 90
NOTE - 135p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Decision Making; *Evaluation Criteria; Library Automation; Library Circulation; Library Collection Development; *Library Collections; Obsolescence; *Public Libraries; Statistical Analysis
IDENTIFIERS - *Aging (Library Materials); *Weeding (Library)

The use of information regarding the ages of library items is a standard component of many approaches to weeding library collections, and has a long history in the literature of collection management. Current and past approaches to using aging information to make weeding decisions make use of very arbitrary decision criteria. This study examined the actual aging patterns of public library materials as a precursor to the production of a set of collection management procedures based on sophisticated analyses of aging data. The operational objectives of the study were (1) to develop a set of profiles of the aging characteristics of public library collections, based on analysis of a body of diverse public library holdings data; (2) to formulate a set of collection management guidelines based on the aging profiles, with detailed descriptions of appropriate analyses and their interpretation; and (3) to design an easy to use, flexible computer program to aid in the application of the guidelines. This report covers the problem statement and objectives of the study; the background and context of the study; approaches to weeding library collections; methodology; sample; data collected; data analysis; sample application of age data to collection analysis (Profile 1--the 90% retention rate and Profile 2--curve examination); comparison of the percentage and curve examination methods; continuation of the project; and dissemination of project results. Thirteen notes/references are included, and 109 figures are appended. (BBM)

ED 333 890 IR 053 649

Oregon Intellectual Freedom Clearinghouse. Second Annual Report, July 1, 1988-June 30, 1989.
Oregon State Library, Salem. Intellectual Freedom Clearinghouse.
PUB DATE - 89
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

tuition and fees, operating costs, revenues and expenditures, and energy usage and costs. Finally, section V provides data on facilities and college construction. (JMC)

ED 333 908 JC 910 205

Dunlap, William S.
Administrative Governance and Mission of Two Year Colleges within Universities. SACE Research Report #14.
PUB DATE - Mar 89
NOTE - 26p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Administrative Organization; *Administrators; *College Administration; Community Colleges; Governance; *Institutional Characteristics; *Institutional Mission; Mission Statements; Questionnaires; School Surveys; *Two Year Colleges; Universities
IDENTIFIERS - *Two Year Colleges within Universities

It is estimated that over 200 two-year colleges exist within universities in the United States. In April 1987, at the annual meeting of the American Association of Community and Junior Colleges, the Council of Two Year Colleges within Universities was formed to better represent the issues and concerns unique to these academic institutions. In 1989, a study was conducted of council member institutions to identify the administrative structure of these colleges in relation to the universities of which they are a part, to examine their mission statements, and to gather selected descriptive data. Questionnaires were mailed to all 31 member institutions. Usable surveys were returned by 24 colleges from 13 different states for a 77% response rate. Study findings included the following: (1) 17 institutions (71%) were located on a separate campus from the university, 5 colleges (21%) were located on the university campus, and 2 colleges (8%) maintained programs at the university and at a branch campus; (2) the most common title for the chief administrative officer (CEO) was "Dean" (42%), followed by "Provost" (25%); (3) although no single administrative structure was identified, at 46% of the responding institutions the CEO's reported to the university vice-president for academic affairs, while 25% reported to the university president; and (4) 15 of the responding institutions (67%) considered their mission to be most like a community college, while 7 schools (29%) felt that "technical college" best described their mission. The survey instrument, cover letter, data tables, and a list of responding institutions are included. (PAA)

ED 333 909 JC 910 247

Bennett, Bernie
Diversity in Serving Prison Populations.
PUB DATE - 13 Apr 91
NOTE - 8p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (71st, Kansas City, MO, April 13-16, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Agency Cooperation; College Role; Community Colleges; *Correctional Education; *Correctional Institutions; Job Training; *Prisoners; Program Descriptions; Two Year Colleges; *Vocational Education; *Vocational Rehabilitation

and retained comparable amounts of information from both. Statistical tabulations of student evaluation responses are attached. (JMC)

ED 333 926 JC 910 318

Parsons, Michael H.
Enhancing Teaching-Learning Environments: A Change Management Strategy.
Hagerstown Junior Coll., Md.
PUB DATE - 10 Jul 91
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Change Strategies; *College Planning; Community Colleges; Cultural Context; *Educational Change; *Educational Environment; Institutional Mission; *Organizational Change; Organizational Effectiveness; Social Change; Two Year Colleges; *Values; Values Clarification

The 1990's may well be characterized as the decade of renewal. For community colleges, the process of renewal will entail refocusing the mission and redefining the culture of two-year institutions as part of a nationwide attempt to restructure our approach to higher education. But, is it possible to modify both college mission and culture? Since change has become the hallmark of contemporary society, we have the unenviable task of managing the process or being overwhelmed by it. Managing change in this period of restructuring should begin with an examination of organizational values. Values clarification, in turn, starts with a review of institutional purpose. An assessment of purpose allows all groups within an institution to develop insights regarding organizational beliefs; orientation toward clients; treatment of human, fiscal, and physical assets; and salience of mission. The assessment process, which should include a review of college practices that effect the teaching/learning environment, supports the institutional community in redesigning and reordering the processes, procedures, and systems that comprise culture. Once the redefinition of organizational purpose is established, culture will reform itself around the redefined purpose. The new system evolves by establishing a shared vision of the future. Researchers suggest that if institutional values are clear, shared, and affirmed in action, personnel are likely to trust the organization and work to implement its stated purposes. (JMC)

ED 333 927 JC 910 319

Heaney, Barbara M.
A Look at Transfer Rates and Programs Which Promote Transfer in American Community Colleges.
PUB DATE - Mar 91
NOTE - 22p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS - Access to Education; College Credits; *College Transfer Students; *Community Colleges; Comparative Analysis; Ethnic Groups; Higher Education; *Minority Groups; Models; National Surveys; Program Descriptions; Research Methodology; Tables (Data); *Transfer Programs; Two Year Colleges; Two Year College Students

Drawing from data collected by the Center for the Study of Community Colleges (CSCC), this paper discusses the issue of community smooth transition from two- to four-year college. (PAA)

ED 333 944 JC 910 338

Huntington, Robin B.; Clagett, Craig A.
Increasing Institutional Research Effectiveness and Productivity: Findings from a National Survey.
Maryland Univ., Baltimore. Baltimore County Campus.; Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE - Jul 91
NOTE - 35p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Community Colleges; Computer Uses in Education; Higher Education; *Institutional Research; National Surveys; *Organizational Effectiveness; Productivity; *Research Administration; *Research Directors; Research Problems; Research Utilization; Staff Utilization; Two Year Colleges; Universities

In 1991, a national survey was conducted of institutional research directors at 150 two- and four-year colleges to investigate practitioner perceptions of institutional research effectiveness and productivity. Randomly selected directors of institutional research were mailed a one-page questionnaire, requesting information about institution size and type and the level, composition, and adequacy of institutional research staffing. Major findings, based on an 82% response rate, included the following: (1) four-year public institutions had the largest average staff size at nearly five full-time equivalent (FTE) positions, while four-year private institutions had the smallest average staff size (2.4 FTE) and community colleges fell in between (3 FTE); (2) the highest average ratings of adequacy were given by those directors with staffs of at least 5 FTE; (3) the most frequently cited obstacles to increasing the effectiveness of institutional research were insufficient staff, lack of appreciation of data by top administrators, and lack of an accessible, integrated database; (4) proposed means for increasing office productivity included adding more staff, better mainframe database/access, and better use of personal computer technology; and (5) techniques and tools which increased respondents' effectiveness included PC software, on-line access to mainframe files, and state-of-the-art microcomputer systems. Responses to open-ended questions regarding obstacles, increasing productivity, and techniques and tools are attached. (JMC)

ED 333 945 JC 910 339

Actual 1989-90 Cost Allocation Summary.
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE - Dec 90
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Adult Education; Community Colleges; Educational Finance; *Enrollment; *Expenditure per Student; Expenditures; *Full Time Equivalency; Income; Operating Expenses; *School District Spending; State Aid; Tables (Data); Technical Education; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS - *Wisconsin

"new beginning"--and in eventually embracing change. Futures research can assist in this process by helping members of an institution recognize "endings," prepare for the future, and collaborate in planning for the future with a sense of greater control over the changes that are likely to occur. Futures research can also be used to answer questions about the likely impact of various issues already facing community colleges today, specifically, issues related to: societal trends; changes in the community colleges student population; community college faculty; financial resources; facilities and technology; accountability; and leadership. Implementing a futures research approach to planning will require linking, planning, research, and professional development. A 45-item bibliography is included. (PAA)

ED 333 962 JC 910 366

Quality Indicators for California Community College Job Placement Programs.
McGillicuddy (Shirley) & Associates, Sierra Madre, CA.; Mount San Antonio Community Coll. District, Walnut, CA.
SPONS. AGENCY - California Community Colleges, Sacramento. Office of the Chancellor.; California Placement Association.
PUB DATE - Jun 91
NOTE - 77p.; For a related document, see JC 910 357.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Ancillary School Services; College Graduates; Community Colleges; *Education Work Relationship; *Employment Services; *Evaluation Criteria; Guides; *Job Placement; Needs Assessment; Planning; *Program Effectiveness; *Program Evaluation; School Surveys; Student Employment; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS - *California Community Colleges

Designed to help California community colleges in assessing their job placement services, identifying strengths and needs for improvement, and establishing priorities for the future, this color-coded guide lists specific tasks and responsibilities within the four essential functional areas of job placement programs and includes quality indicators for each item. Introductory material explains the goals and activities of the job placement improvement project. Next, job placement activities and quality indicators are listed, covering: (1) planning, including needs assessment and the development of an operational plan; (2) commitment and resources, including institutional commitment, staff activities, staff development, facilities and equipment, and budget/funding; (3) activities and services, including job development, job advertisement, job seeking and retention skills, student placements, student follow-up, and internal/external coordination; and (4) marketing, including a marketing plan and increasing awareness of job placement services. Extensive appendixes include a sample organization chart, suggested definitions of responsibility, suggested job functions, staffing guidelines, placement services instructions, a sample referral results card and application form for student job placement services, a collection of sample placement report forms (e.g., monthly job placement statistics), sample marketing materials and brochures, and a job placement glossary. (PAA)

ED 333 963 PS 019 324

SPONS. AGENCY - Carnegie Corp. of New York, N.Y.
PUB DATE - Apr 91
NOTE - 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; *Family Programs; *Hispanic Americans; *Low Income Groups; *Mothers; Program Effectiveness; Program Evaluation; *Vocational Rehabilitation
IDENTIFIERS - *Avance San Antonio Inc

This document reports successes of San Antonio's private, nonprofit Avance program in promoting enrollment in classes by low-income Hispanic mothers of infants or young children. Also reported are outcomes of attempts to identify predictors of course-taking. The Avance Parent-Child Education Program is a 9-month, comprehensive, center-based program with an in-home component that offers parenting education and family support to parents and their infants and toddlers. A major objective of the program is to help low-income Mexican-American mothers obtain more education so as to optimize the mothers' vocational abilities. A total of 52 program participants were compared with 110 controls at two sites. Measures for the purpose of predicting educational enrollment included program status, residential site, education, age, marital status, number of children, depression, mother's employment, progressive or traditional values, acculturation, social supports, and knowledge and use of community services. In comparison with controls, women who participated in the Avance program were more often enrolled in or had more often completed the general educational development (GED), English-as-a-Second-Language (ESL), or other courses. Program participation did not result in group differences in number of women employed. Prediction of enrollment in courses from intake data was dependent on participant's site and group. (RH)

ED 333 983 PS 019 629

Killien, Marcia
Integrating Work and Family: Women's Health Outcomes.
PUB DATE - Apr 91
NOTE - 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Compensation (Remuneration); Depression (Psychology); Emotional Experience; *Employed Women; Job Satisfaction; Marital Satisfaction; *Mental Health; *Mothers; *Nuclear Family; Parent Attitudes; *Physical Health; Self Esteem; Stress Variables; Work Environment
IDENTIFIERS - Housework

An exploratory study examined the relationship between individual, family, and work variables and working mothers' health. The study also investigated the relationship between health management strategies and health. A cross-sectional survey design was used to gather data from 85 women who were married, employed 20 hours a week or more, and had one child between 1 and 12 months of age. Participants completed a questionnaire that included measures of individual, family, and work factors, and current health status. Findings indicated that working mothers often report decreased overview of child care needs in the state. It addresses the availablity, quality, and cost of child care and describes referral services for parents. Part II defines child care resource and referral (CCR&R) services. It describes a system that calls for CCR&R services throughout the state to serve all parents and refer to all forms of child care. The model of the system is discussed in terms of: (1) service delivery areas and costs related to sizing the system; (2) roles and responsibilities of the lead agency, of local CCR&R agencies, and of the Child Care Resource and Support Center; (3) service standards, such as eligibility requirements of local CCR&R agencies; and (4) accessibility standards, including fee policy. Part II also identifies core and ancillary services to be purchased by the state's Department of Economic Security (DES) through the request-for-proposal process. These services will serve families in the six DES-defined districts across the state. Appendices provide a glossary and related tables. (RH)

ED 334 003 PS 019 662

Arizona's Forgotten Children: Promises To Keep.
Children's Action Alliance, Phoenix, AZ.
SPONS. AGENCY - Margaret T. Morris Foundation, Prescott, AZ.
PUB DATE - Sep 89
NOTE - 63p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Access to Education; *Adolescents; Child Abuse; Child Health; *Children; Delinquency; Family (Sociological Unit); Federal Programs; *Homeless People; *Housing Needs; Social Problems; *State Federal Aid; State Programs; Unemployment; *Welfare Services
IDENTIFIERS - Aid to Families with Dependent Children; *Arizona; Childrens Action Alliance AZ

This report provides an Arizona perspective on the implications and effects of homelessness on children and youth, whether they live with their families or on their own. Statistics on homeless families are provided, and issues affecting homeless families are discussed. These issues involve shelters, child care, education, and health. Issues that affect youths who are homeless and on their own are also discussed; these involve lack of services, education and health problems, physical and sexual abuse, and delinquency. Arizona's response to homeless children and youth is described in terms of the state's welfare and child welfare systems, health care system, and education and housing polices. For each of these areas, measures to improve services to the homeless are recommended. Several federal programs for the homeless are described. A recommendation to the governor to ensure coordination of federal and state policies and programs is offered. A list of 38 references is provided. (BC)

ED 334 004 PS 019 663

Child Care: A Business Investment That Works.
Children's Action Alliance, Phoenix, AZ.
SPONS. AGENCY - American Express Co., New York, NY.; Honeywell, Inc., Minneapolis, Minn.
PUB DATE - Apr 89
NOTE - 44p.; Support for this project also provided by Intergroup of Arizona and KAET-TV.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

Equal Education; Foreign Countries; *Illiteracy; International Cooperation; *Nonformal Education; *Nonschool Educational Programs; Refugees; *School Community Relationship; Womens Education
IDENTIFIERS - West Germany (Hamburg)

This report summarizes the deliberations and presents the proposals which were the products of a UNESCO-sponsored round table conference. Representatives from 15 countries and several regional and international organizations attended the conference. The objectives and expected outcomes of the conference are listed, and its organization and development are described. The proposed agenda and some guiding questions for discussion are listed. The initial plenary session debated several issues, including the flexible approach of nonformal education, the eradication of illiteracy and the universalization of education, and the education of girls and women. Working groups analyzed specific themes, including allocation of resources, training of teachers, and the specific characteristics of nonformal education that have contributed to its effectiveness. Recommendations for the consideration of member states were made, on such topics as: (1) national policy commitment to nonformal approaches to education; (2) materials and methods for both formal and nonformal education; (3) publicity and public relations on behalf of the need for nonformal approaches; and (4) community participation and self-management. Areas for further research were suggested. Special recommendations concerning women and children were made. A list of participants is included. The opening address by A. V. Ordonex, which is partly in English and partly in French and asserts that everyone has a right to education, is also provided. (BC)

ED 334 025 PS 019 788

Stauffer, Paula, Comp.
Prevention Resource Guide: Preschool Children.
National Clearinghouse for Alcohol and Drug Information (DHHS), Rockville, MD.
SPONS. AGENCY - Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE - Dec 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Annotated Bibliographies; *Drug Abuse; Drug Education; Instructional Materials; *Preschool Children; *Preschool Curriculum; Preschool Education; *Prevention; *Research Reports; *Resource Materials

This resource guide for teachers of preschool children offers information about substance abuse and its prevention. Included are facts and figures, and the names, addresses, and telephone numbers of three resource organizations, groups and programs that focus on preschool children. Annotated bibliographic references to prevention materials include information on the source organization, publication date, format, length, context, topic, mode of delivery, target audience, setting, language, readability, and availability. The announcements of studies, articles, and reports, both governmental and nongovernmental, also include an annotation or abstract. (RH)

ED 334 026 PS 019 836

Follow Through Technical Amendments. House of Representatives, 102D

the Annual "Encircling Our Forgotten," A Conference on Mental Health Issues for the Emotionally Distrubed North American Indian Child and Adolescent (4th).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Alcohol Education; *American Indians; *Child Abuse; Child Rearing; Child Welfare; Community Programs; *Emotional Disturbances; *Family Programs; Health Promotion; Legislation; Mental Health; *Mental Health Programs; Parenthood Education; Peer Counseling; *Prevention; Sexual Abuse; Substance Abuse

These conference proceedings contain presentations related to child abuse and neglect among American Indians and mental health issues for emotionally disturbed American Indian children and adolescents. Specific topics include: (1) tribal mental health programs; (2) child abuse prevention and intervention; (3) child rearing programs to fight child sexual abuse; (4) problems with child protective service agencies who are non-natives; (5) community approaches to family preservation; (6) implementation of the Child Welfare Act; (7) a wellness program integrating aerobic dance with American Indian health philosophy; (8) reunification of children into their communities after foster care; (9) a program for developmentally delayed Indian children and their parents; (10) Minnesota Indian Family Preservation Act; (11) post traumatic stress disorder; (12) case application for tribal court judges developing and using protocols in child abuse and neglect; (13) post traumatic cultural disorder; (14) classes and counseling for teen parents; (15) child abuse and mental health legislation affecting Native Americans and Alaska Natives; (16) a program to prevent alcohol and substance abuse; and (17) a peer intervention and prevention group process. Names and addresses of presenters are included. This document contains graphics, tables, bibliographies, and excerpts of legal documents. (KS)

ED 334 045 RC 018 249

Bringing the Information Age to Rural America. Hearings before the Government Information, Justice, and Agriculture Subcommittee of the Committee on Government Operations. House of Representatives, One Hundred First Congress, First and Second Sessions (June 14, 1989; October 12, 1989; and February 7, 1990).
Congress of the U. S., Washington, D. C. House Committee on Government Operations.
PUB DATE - 91
NOTE - 404p.; Some pages contain small or light type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Distance Education; Elementary Secondary Education; Federal Aid; Federal Regulation; *Futures (of Society); Government Role; Hearings; *Public Policy; Rural Areas; *Rural Development; Rural Education; *Technological Advancement; *Telecommunications
IDENTIFIERS - Congress 101st; Deregulation

In 1989-90 three Congressional hearings received testimony on the need for modern telecommunications infrastructure in rural areas and the ways such infrastructure could foster rural economic development. A researcher on rural development reported findings that deregulation policies had removed incentives for telecommunications companies to serve rural areas, and that government assistance in rural telecommunications development would be necessary for rural areas to have equal access to information services and to compete in the national economy. Testimony by Congressmen and representatives of telecommunications companies and federal and state regulatory agencies discussed: (1)

Problem Solving.
PUB DATE - 90
NOTE - 111p.; For related documents, see SE 052 116-120.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Ecology; *Elementary School Science; Environmental Education; Geography; *Global Approach; *Interdisciplinary Approach; Intermediate Grades; Language Arts; *Learning Activities; Problem Solving; Science Education; Secondary Education; *Secondary School Science; Social Studies; Teaching Guides; *War

Both humanity and nature have suffered greatly from human insensitivity. Not only are the natural resources of the earth being depleted and its air, land, and water polluted, the financial resources of humanity are being wasted on destructive expenditures. The "Our Only Earth" series is an integrated science, language arts, and social studies problem-solving program for grades 4-12 that addresses six different global issues. The units are designed to provide students with knowledge and skills to address these major global issues actively. The unit presented in this document addresses the problems associated with the global effects of a contemporary war. This document includes information to assist teachers in organizing and directing students in their activities. This teacher's guide includes a unit overview, instructions on how to collect information through letter writing (including addresses for appropriate organizations), three classroom activities, a set of fact cards, instructions for a scavenger hunt, instructions for a geography activity, instructions for research and independent study, and materials for a youth summit on global war. Additional materials included in this packet are a discussion and chart of instructional techniques and thinking skills used in the unit, a glossary of terms and a bibliography of 55 books, articles, other resources, and games on global war. (CW)

ED 334 064 SE 052 116

MacRae-Campbell, Linda; McKisson, Micki
Our Troubled Skies. Our Only Earth. A Curriculum for Global Problem Solving.
PUB DATE - 90
NOTE - 110p.; For related documents, see SE 052 115-120.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Air Pollution; Ecology; *Elementary School Science; Environmental Education; Geography; *Global Approach; *Interdisciplinary Approach; Intermediate Grades; Language Arts; *Learning Activities; Problem Solving; Science Education; Secondary Education; *Secondary School Science; Social Studies; Teaching Guides

Both humanity and nature have suffered greatly from human insensitivity. Not only are the natural resources of the earth being depleted and its air, land and water polluted, the financial resources of humanity are being wasted on destructive expenditures. The "Our Only Earth" series is an integrated science, language arts, and social studies problem solving program for grades 4-12 that addresses six different global issues. The units are designed to provide students with knowledge and skills programs in the NDN, which are available to school systems and other educational institutions for implementation in their classrooms. Part I of the catalog contains the descriptions of 13 funded programs for K-12 mathematics instruction. Part II contains the descriptions of five nonfunded programs, which offer training and technical assistance through cost/service agreements negotiated with potential adopters. Part III contains contact details for the 50 state facilitators who can provide further information concerning any particular program, instructional materials and services about specific content areas, or professional development based on needs assessment from the prospective adopter. (JJK)

ED 334 082 SE 052 169

Hadfield, Oakley D.; Lillibridge, Fred
A Hands-On Approach to the Improvement of Rural Elementary Teacher Confidence in Science and Mathematics.
PUB DATE - Mar 91
NOTE - 20p.; Paper presented at the Annual National Rural Small Schools Conference (Nashville, TN, March 18, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classroom Techniques; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Inservice Teacher Education; Instructional Improvement; Manipulative Materials; Mathematics Education; *Mathematics Instruction; *Rural Education; Rural Schools; Science Education; *Science Instruction; *Small Schools; Teacher Attitudes; Teacher Improvement; Teacher Workshops; Teaching Methods
IDENTIFIERS - Hands On Experience; New Mexico

Levels of achievement and participation in both school mathematics and school science remain unacceptable throughout most of the nation. Addressing these concerns has unique and specific ramifications for small rural schools, particularly with respect to the economic aspects of providing the materials and manipulatives necessary for hands-on instruction and basic laboratory explorations. The purpose of this project/study was to provide opportunities for the improvement of hands-on science and mathematics instruction to the elementary teachers in rural schools of New Mexico. A 6-day summer mathematics and science inservice workshop was provided for 39 rural elementary teachers focusing on minority participation, hands-on activities, and improvement of attitudes toward the teaching of mathematics and science. Among the results were indications of significant improvement in the knowledge of science and mathematics content as measured by a pre- and post-test, which included sections on knowledge, confidence, and anxiety for each of the two disciplines. There were also significant improvements in both confidence measures, as well as significant decreases in both anxiety measures. Additionally, follow-up visits, which were initiated several weeks after the workshop, indicated that the majority of the inservice participants had disseminated their new techniques and materials and were still enthusiastic about the incorporation of a hands-on method of instruction. (36 references) (JJK)

ED 334 083 SE 052 170

Hadfield, Oakley D.; And Others
Mathematics Anxiety in the Navajo Reservation School.
PUB DATE - Oct 90

thousand Australian soldiers were killed. The materials include "The Gallipoli Diary of Archie Muir" and thirty photographs of Matthew Brown (Muir and Brown were Australian soldiers at Gallipoli). A teacher's guide that provides background information for students is included. (DB)

ED 334 107 SO 021 205

Maria Island Resource Package and Teacher's Guide.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 88
NOTE - 91p.; Photographs will not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Class Activities; Elementary Secondary Education; Experiential Learning; *Field Trips; Foreign Countries; *History Instruction; Instructional Materials; Maps; Photographs; Social Studies; Teaching Guides
IDENTIFIERS - *Australia (Maria Island); *Australia (Tasmania)

This document presents a package of resources for planning a field trip to Maria Island, an island near Tasmania, Australia. A teacher's guide offers tips on organizing the school visit (bookings, accomodations, transport, what to bring to the island), pre-visit activities, on-site activities, and follow-up activities. Photographs, maps, a brief history of the island and selected historical documents are also provided. (DB)

ED 334 108 SO 021 206

Winter, E. A.
A Course To Understand Maps.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 80
NOTE - 42p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - Foreign Countries; Geographic Concepts; *Geography Instruction; Instructional Materials; *Learning Activities; Locational Skills (Social Studies); *Maps; *Map Skills; *Physical Geography; *Problem Solving; Secondary Education; Skill Development; Social Studies

Secondary students in Tasmania, Australia, can develop their skills in social studies and geography by solving the problems involving map use that this resource book provides. Several different types of maps are covered including: building plans, sketch maps, contours maps, world-grids, atlases, and urban maps. (DB)

ED 334 109 SO 021 211

Album of Maryland Women: Vision and Action. A Women's History Display Kit Resource Guide.
Maryland State Commission for Women, Baltimore.; Maryland State Dept. of Education, Baltimore.
PUB DATE - 91
NOTE - 105p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom

Competence; Mainstreaming; Participation; Peer Acceptance; *Peer Relationship; Secondary Education; *Security (Psychology); *Self Concept; *Social Integration; Young Adults
IDENTIFIERS - *England

This study focused on self-perceptions of social relationships of hearing-impaired adolescents. Three sets of perceptions regarding social relationships were investigated: participation, relatedness, and perceived social competence. The Social Activity Scale was administered to 84 mainstreamed hearing-impaired adolescents in secondary schools and further education programs in England. Correlations indicated that students varied in terms of their social orientation toward hearing or hearing-impaired peers. Perceived social competence was positively related to emotional security and to one measure of participation for hearing peers, but was not related to any measures pertaining to hearing-impaired peers. Further, students rated themselves as interacting more frequently with hearing peers than with hearing-impaired ones in the classroom and in outside-of-school activities. As mainstreaming increased, ratings of participation with hearing peers rose while those regarding hearing-impaired peers decreased. In contrast to results for participation, students indicated that they were more emotionally secure in relationships with other hearing-impaired peers than with hearing peers. There was no evidence that increased mainstreaming promoted identification and relational bonds with hearing peers. (23 references) (JDD)

ED 333 628 EC 300 381

Shaffer, Harriet; And Others
Interventions and Theory on Stress and Coping of Families of Children with Disabilities. Annotated Bibliography. Report AB-2.
Kansas Univ., Lawrence. Beach Center on Families and Disability.
PUB DATE - 90
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Cognitive Restructuring; *Coping; *Disabilities; Family Characteristics; *Family Environment; Family Problems; Family Relationship; Intervention; Parent Child Relationship; *Stress Management; Stress Variables

This bibliography lists and describes books, articles, literature reviews, studies, programs, and intervention approaches related to stress and coping methods of families of children with disabilities. Entries are organized into five sections: "Intervention Strategies with Parents of Children with Disabilities" (15 entries); "Research on Characteristics of Parents of Children with Disabilities" (22 entries); "Stress and Coping" (5 entries); "Intervention Strategies with Parents of Children without Disabilities or Married Persons" (6 entries); and "Cognitive Adaptation Theory" (6 entries). Most of the references describe materials produced in the 1980s. A complete list of all entries, arranged alphabetically by author, is provided. (JDD)

ED 333 629 EC 300 382

Petr, Christopher, G.; And Others
Permanency Planning (P.L. 96-272) The Adoption Assistance and Child Welfare Act of 1980. Annotated Bibliography.
Kansas Univ., Lawrence. Beach Center on Families and Disability.
PUB DATE - Apr 90
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

Scotzin, Martha
A Program Design To Motivate Individuals with SCI for Self-Care.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 12 Aug 90
NOTE - 17p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990). Supported in part by the Paralyzed Veterans of America Education and Training Foundation.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Health Promotion; *Hygiene; Injuries; Motivation; *Neurological Impairments; Patients; Rehabilitation; *Self Care Skills

The report compares a skin care education program with a standard rehabilitation program to determine whether the program improved the self care motivations of spinal cord injury (SCI) paraplegic and quadriplegic inpatients (N=42). Study findings suggest that the skin care educational program was successful in changing patients' thinking about self-care, as evidenced by significant changes in self-care behaviors and improvements in skin care. A multidimensional model of motivation which involves establishing appropriate patterns of thinking in five areas (affective, conceptual, purposive, instrumental, and evaluative) was used as the basis for the six-session program with 22 subjects. Control subjects (N=20) participated in a 10-session series of information about skin care and other topics of SCI management. Although treatment subjects had significantly more pressure sores initially, both groups had excellent skin care outcomes following the programs. Programs were not differentially effective for paraplegics and quadraplegics. Treatment group patients practiced self-care pressure relief behaviors at a higher rate than did control patients. (Includes 21 references.) (DB)

ED 333 649 EC 300 403

Marks, Ron
A Study To Evaluate the Effectiveness of the Montana Functional Vision Assessment for Multihandicapped Persons.
PUB DATE - 90
NOTE - 16p.; Paper presented at the Conference of the Northern Rocky Mountain Education Research Association (1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Elementary Education; Evaluation Methods; *Multiple Disabilities; Preschool Education; *Student Evaluation; *Test Reliability; *Test Validity; *Vision Tests; *Visual Impairments
IDENTIFIERS - *Montana Functional Vision Assessment

The study evaluated the validity, reliability, and effectiveness in providing needed information of the Montana Functional Vision Assessment (MFVA) Instrument by comparing it with the Texas Education Agency Functional Vision Assessment and field testing the instrument in evaluations of nine multihandicapped students (ages 3-11). Evaluation led to the conclusion that the MFVA is a valid, reliable, and useful instrument for professionals working with young multihandicapped and visually impaired children. Includes 37 references. (DB)

ED 333 650 EC 300 404

Special Educational Needs National Advisory Council, Liverpool (England).
PUB DATE - 90
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Administrative Organization; *Budgeting; Centralization; Decentralization; Delivery Systems; *Disabilities; Educational Legislation; Elementary Secondary Education; Foreign Countries; Mainstreaming; *School District Autonomy; School Districts; *Special Education
IDENTIFIERS - Education Reform Act 1988 (England); *England; *Wales

This paper examines the future of peripatetic services supporting children with special educational needs in integrated settings in England and Wales, particularly the extent to which such services will continue to be centrally funded by local education agencies (LEAs) under the 1988 Education Reform Act. A survey conducted on 114 LEAs in England and Wales (55 returned completed questionnaires) gathered data on the scope and organization of support services, the role and function of support services, the response to budget reductions, staff training and support, multidisciplinary consultations, support for non-statemented children with special needs, and support for newly integrated children. It is concluded that LEAs wish to retain support services as a central resource, available to all schools and able not only to assist existing integrated children with special education needs but also able to respond to any increase or change in demand. LEAs felt that the maintenance and development of these services would be seriously jeopardized if they were forced to devolve an increased proportion of their General Schools Budget to individual schools, as called for in recently implemented educational policy. (JDD)

ED 333 670 EC 300 426

Ohio Speaks: Working Together To Shape the Future of Special Education. A Special Education Action Plan for the 1990's.
Ohio State Dept. of Education, Worthington. Div. of Special Education.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Jun 90
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Change Strategies; *Disabilities; Educational Objectives; Educational Planning; Elementary Secondary Education; Futures (of Society); Master Plans; Preschool Education; Program Implementation; Role of Education; Special Education; State Programs; *Statewide Planning
IDENTIFIERS - *Ohio

The eight goals and the corresponding strategies outlined in this document reflect Ohio's special education plan for the 1990's. The goals are based on Ohio's mission of special education for students with handicaps, which is to prepare each student to be a contributing member of society by providing high-quality programs, research, and services designed to develop academic, communication, social, citizenship, and career/life skills that lead to independence as adults. The goals include: (1) provide an appropriate education for all preschool-age children with equipment. The importance of conducting a product evaluation during the process of selecting and adapting a computer is stressed. The role of various evaluation team members in performing product evaluations is described, including the interface specialist; communication specialist; seating, positioning, and mobility specialist; and mounting specialist. Methods for locating an evaluation center are discussed, followed by a checklist of services that should be provided by the evaluation center. Three organizational sources for further information are listed. (JDD)

ED 333 689 EC 300 445

Gamradt, J. E.; Gunderson, T.
Application Tips.
Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY - National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE - 89
NOTE - 41p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Communication Aids (for Disabled); *Communication Disorders; Communication Skills; *Design Requirements; Microcomputers; Nonverbal Communication; *Skill Development; Symbolism; *Training Methods; Vocabulary
IDENTIFIERS - *Augmentative Communication Systems

This guide offers a practical approach to construction of and interaction training of communication aids for use by individuals with disabilities. The guide covers: communication board design and construction; use of the computer as a communication tool; orthographically based communication systems; guidelines for selecting vocabulary for the communication aid through an environmental inventory; making regular revisions to the client's needed vocabulary; integrating augmentative communication systems into activities; enabling the client to be involved in choice making; and interaction training. A final section discusses the use of object symbols as a basic communication strategy. The section focuses on symbols, objects versus object symbols, individuals who might benefit from using object symbols, vocabulary selection, object selection, getting the object container and the "done" container ready, locating the object symbols, introducing the object symbols to the disabled individual, prompting strategies, introducing graphic representations, and helping the individual to generalize the communication skills to interactions with other caregivers. (JDD)

ED 333 690 EC 300 446

Cobb, Hazel B.; Horn, Charles J., Jr.
The Status of Implementation of Professional Standards in Special Education: An Alabama Study.
PUB DATE - 88
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Codes of Ethics; *Disabilities; Elementary Secondary

requirements of Section 504 of the Rehabilitation Act of 1973 by focusing on three questions: (1) who is entitled to a free appropriate public education?; (2) how is an appropriate education defined?; and (3) how is a free education defined?. In general, all school-age children who have handicaps are entitled to FAPE. Characteristics of an appropriate education include educational services to meet individual needs, education with nonhandicapped students, nondiscriminatory evaluation and placement, and provision of due process procedures for the review of evaluation and placement decisions. Financial responsibilities of the school district include either providing an appropriate educational program or placing the student in an appropriate private program. FAPE provisions of the Education of the Handicapped Act are also briefly reviewed. (DB)

ED 333 709 EC 300 477

The Common Pursuit: Improving the Quality of Life for Illinois Citizens with Disabilities: Implications for Restructuring the Planning and Management of State Services.
Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE - Feb 91
NOTE - 81p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Administration; *Agency Cooperation; Community Programs; *Delivery Systems; *Disabilities; Government Role; Human Services; *Long Range Planning; Needs Assessment; Quality of Life; Staff Development; State Government; State Legislation; *State Programs; Values
IDENTIFIERS - *Illinois; *Strategic Planning

The report presents 10 brief issue papers that focus on improving Illinois state planning and administrative functions for the ultimate purpose of improving conditions for Illinois citizens with disabilities. Common themes include more active involvement of the disabled themselves and their families in the planning, delivery, and evaluation of state services; the need for a coordinated interagency planning and implementation process; and an emphasis on people rather than programs. Each issue is examined in terms of a vision or goal, issue definition, background, issue analysis, a proposed new model, and recommendations. The following issues are addressed: (1) a common philosophical and value base for all state services and planning; (2) development of common interagency assessment strategies and functional categorization; (3) development of a common statewide information and data base; (4) development of common interagency geographic boundaries; (5) a single interagency consumer-based planning and advisory body with subgroups for each state agency; (6) avoidance/alleviation of duplication of services; (7) coordination of staff development and training among state and community agencies providing services; (8) development of a common interagency life-span case coordination system; (9) development of state office complexes at the community level; and (10) development of significant legislation to implement the interagency strategic plan and other interagency relationships. (DB)

ED 333 710 EC 300 478

MCH Program Interchange: Focus on Ethnocultural Diversity in MCH

Elementary Secondary Education; *English (Second Language); Games; Higher Education; *Language Teachers; Media Selection; Problem Solving; Program Descriptions; Simulation; Teacher Education; Teacher Education Curriculum; Word Processing; Workshops
IDENTIFIERS - *University of California Santa Barbara

A 2-day teacher training workshop in computer-assisted language learning (CALL) designed for teachers of English as a Second Language (ESL) is described. Program objectives included the following: awareness of computer uses consistent with current principles of second language learning; direct experience with computers, emphasizing what can go wrong, and why; teacher acquaintance with effective software for the machines available to them; provision of guidelines for software evaluation; and participant awareness of sources of information in CALL. The workshop begins with a discussion of the role of computers in ESL and of software types. The bulk of the program is devoted to laboratory exploration of specific software, including courseware, word processing and text construction programs, games and simulations, and desktop publishing. A list of references and sources for individual programs is included, and a classification for software and guidelines for software review are appended. (MSE)

ED 333 731 FL 019 221

Kelley, Eileen; Sweet, Diane
Transitioning from Community College ESL: An Ethnographic Perspective.
PUB DATE - Mar 91
NOTE - 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (25th, New York, NY, March 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Academic Persistence; *Classroom Communication; *Community Colleges; Developmental Studies Programs; *English (Second Language); Ethnography; Interaction; *Limited English Speaking; *Mainstreaming; Second Language Instruction; Student Attitudes; Teacher Student Relationship; Two Year Colleges

A study investigated factors affecting participation, engagement, and retention of non-native English-speaking students (NNSs) in community college mainstream classes. The student sample included three classes in developmental English at a small western Massachusetts community college. Data were drawn from taped classroom observations and student and teacher interviews. Analysis focused on classroom interaction and interpersonal negotiation critical to learning but often difficult for a NNS in the college mainstream. Preliminary results indicate that NNSs are, in general, much less willing to speak aloud, share assignments aloud, or respond to teacher questions, even though they know the correct answer or have homework completed. Teachers questioned the competence of NNSs, but limited opportunities for NNS success by enforcing implicit norms of classroom participation. Teacher expectations, including negative perceptions and interactional norms unfamiliar or unknown to the student, were also found to be influential in the teacher-student relationship. Student responses to teacher attitudes include withdrawal and defensiveness. The participation and success of students in one class suggest that certain teacher behaviors played an important role, including use of multicultural course content, high expectations that were well communicated, and teaching class norms at the outset. Additional patterns emerged soon, and non-committally. No interpreter can translate what he or she cannot understand, but a good interpreter will manage to convey the sense without repeating each phrase. (MSE)

ED 333 752 FL 019 263

Shlesinger, Miriam
Lexicalization in Translation: An Empirical Study of Students' Progress.
PUB DATE - 91
NOTE - 13p.; Paper presented at the Annual Meeting of the First Language International Conference (Elsinore, Denmark, May 31-June 2, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - English (Second Language); Foreign Countries; *Hebrew; Instructional Effectiveness; *Interlanguage; *Interpretive Skills; *Problem Solving; Skill Development; *Translation; Uncommonly Taught Languages; *Vocabulary

A study conducted as part of a year-long Hebrew-English translation workshop in Israel focused on the development of students' ability to deal with cases in which the unmarked equivalent of a source-language string was a single lexical item. Subjects were 8 native English-speaking students, 8 native Hebrew-speaking students, and 12 professional translators, all native English-speakers. At the workshops' beginning, the subjects were presented with a Hebrew text incorporating 10 strings for which the unmarked English equivalent was a single word. Verbosity in translating and selection of single-word equivalents were then discussed, and subjects were asked to translate the passage into English. At year's end, the subjects were asked to translate a Hebrew text in which there were 18 Hebrew strings for which the unmarked English equivalent was a lexicalized form. The professional translators had taken part in the initial discussion but had not been exposed to any of the pedagogy during the year. Analysis of the results indicates that an overall increase in lexicalization occurred for all three subject groups for both low- and high-frequency equivalents, but the change was nonsignificant. Verbosity was lowest among professionals; reduction of verbosity was greatest among the native English-speakers. (MSE)

ED 333 753 FL 019 264

Viaggio, Sergio
Translators and Interpreters: Professionals or Shoemakers?
PUB DATE - 91
NOTE - 8p.; Paper presented at the Annual Meeting of the First Language International Conference (Elsinore, Denmark, May 31-June 2, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Communication (Thought Transfer); Higher Education; *Interpreters; Linguistic Theory; *Professional Occupations; *Professional Training; *Theory Practice Relationship; *Translation

Translators and interpreters are not currently trained as professionals, but taught a "do-as-I-do" system inherited from the medieval guilds. Most are self-made, having acquired technique and applied it to languages already known. However, there is now enough known about mediated interlingual communication to teach that offer opportunities to improve and support internationalizing the curriculum and the campus as well as offer leverage for institutional change. Next, the principles used for international and multi-cultural education program development are explained via a case study of such an effort conducted at Ramapo College of New Jersey. Roadblocks to change and the broad objectives and strategies used at Ramapo College to facilitate that change are discussed, as well as the assessment criteria needed to evaluate the impact of the plans on faculty, the curriculum and extracurriculum, and the students. Observations and results are examined to describe what effect the process has had at Ramapo College. Finally, brief discussions are provided on the public influences on program development, and the future considerations of institutions that are considering the incorporation of global education into the curriculum. Contains 4 references. (GLR)

ED 333 774 HE 024 599

Bertilsson, Margareta; Nybom, Thorsten, Ed.
From University to Comprehensive Higher Education: On the Widening Gap between "Lehre and Leben."
Council for Studies of Higher Education, Stockholm (Sweden).
PUB DATE - Jan 91
NOTE - 22p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Collected Works - Serials (022)
DESCRIPTORS - *College Role; Educational Philosophy; Educational Responsibility; Higher Education; *Research and Development; *Research Utilization; *Role of Education; School Business Relationship; *Student Development; Theory Practice Relationship
IDENTIFIERS - *Von Humboldt (Wilhelm)

This paper discusses the transformation of the university ideal, as envisioned by Wilhelm von Humbolt, from cooperation between science and practical application (Lehre und Leben) and the belief in education and upbringing to a belief in material progress. The paper explores Humboldt's idea of a university, and to what extent it is or is not being realized in modern higher education, by examining the combination of imperatives that are viewed as necessary in regulating the activities of the ideal university. These imperative combinations are: (1) unite research and teaching; (2) unite through philosophy the various empirical sciences; (3) unite science and general upbringing; and (4) unite science with universal enlightenment. The conclusion from this examination is that the unity of research and education that once constituted the modern university has been broken up. Also, there are tendencies to disconnect research and teaching by creating a too specialized research that is closely attached to the demands of business. It is suggested that this separation of research and education threatens the student's ability to gain the broad sense of identity that modern democratic citizenship demands, thus broadening the gap between education and life. Contains 29 references. (GLR)

ED 333 775 HE 024 600

Redman, Barbara, Ed.; Cassells, Judith M., Ed.
Educating R.N.s for the Baccalaureate: Programs and Issues.
American Association of Colleges of Nursing, Washington, D.C.
PUB DATE - May 90
NOTE - 230p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.

Bargaining; *College Faculty; Contracts; Early Retirement; *Employment Practices; Equal Opportunities (Jobs); Faculty Evaluation; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; Library Personnel; Personnel Policy; Professional Development; Records (Forms); Reduction in Force; Released Time; Sabbatical Leaves; *State Universities; Teacher Dismissal; Teacher Employment Benefits; Teacher Placement; Teacher Promotion; Teacher Salaries; Teacher Strikes; Tenure; Unions
IDENTIFIERS - *AAUP Contracts; American Association of University Professors; *Oakland University MI

This document presents the 1988-91 agreement between Oakland University (Michigan) and the Oakland University Chapter of the American Association of University Professors. The following 32 articles are detailed: definitions; recognition; work of the bargaining unit; academic titles; association rights; University management; faculty employment, re-employment, and tenure (employment procedures, appointment of departmental chairpersons, periods of employment, general provisions, review procedures, Committee on Appointment and Promotion, Faculty Re-employment and Promotion Committee, Tenure Review Commission, grievance procedures); layoff and recall; discipline and discharge; professional responsibilities; salary; duration of salary; faculty salary payment option; insurances; enrollment in courses; retirement; faculty travel; leaves with pay; unpaid leaves; academic librarians; work or business interruption; grievance procedure; guarantee of rights; department chairperson; appointment dates; past practices; university calendar; miscellaneous provisions (meeting, interest succession, agreement constitution, separability, employee conditions); minimum terms; amendment; exchange of information; effective date and duration. Appendixes contain additional information on University salary levels, department-school factors, personal factors, and student-faculty ratio, as well as letters of agreement and intent. (JB)

ED 333 795 HE 024 640

PSCcuny Agreement between the Professional Staff Congress/CUNY and the City University of New York. September 1, 1987-August 31, 1990.
City Univ. of New York, N.Y.; Professional Staff Congress of the City Univ. of New York, N.Y.
PUB DATE - 6 Jul 88
NOTE - 110p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Access to Information; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Equal Opportunities (Jobs); Faculty Evaluation; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; Part Time Faculty; Personnel Policy; Professional Development; Records (Forms); Released Time; Retirement; Sabbatical Leaves; Teacher Dismissal; Teacher Employment Benefits; Teacher Placement; Teacher Promotion; Teacher Salaries; Teacher Strikes; Tenure; Travel; Unions; *Urban Universities
IDENTIFIERS - *City University of New York; *Professional Staff Congress CUNY

This document presents the agreement between the City University of New York (CUNY) and the Professional Staff Congress of the City University of New York (PSCCUNY) which represents the interests of the CUNY faculty. The agreement, covering the period September 1,

PUB DATE - 89
NOTE - 65p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Departments; *Educational Quality; *Faculty Publishing; Graduate School Faculty; *Graduate Study; Higher Education; Medical School Faculty; Productivity; *Psychology
IDENTIFIERS - Indiana University; University of California Berkeley; University of California Davis; University of California Los Angeles; University of Illinois; University of Minnesota; University of Pittsburgh PA

This study sought to rank the quality of psychology departments for graduate study by number of journal articles published in the period 1983 through March, 1988. Referring to the 16 content classifications used in "PsycLit" (the CD-ROM version of "Psychological Abstracts"), as well as a list of 70 leading institutions, a computer search was executed for the number of articles published by faculty associated with each institution. Since medical school contributions are significant for some institutions, those numbers are included. The study found that University of California at Los Angeles (UCLA) is the most productive institution with Pittsburgh second. Five other institutions had the most publications in an area: Illinois, University of California (Davis), Indiana, University of California (Berkeley), and Minnesota. The importance of medical school contributions was clear in the case of Pittsburgh (46 percent of publications coming from medical school sources) and other institutions. In addition, the data indicate that the strength of a school's reputation may rest on a very focused area of research. It is noted that an institution may be predominant in a particular specialty but not stand out in studies using broad subject category rankings such as this one. The report includes numerous tables detailing the study's results. (16 references) (JB)

ED 333 815 HE 024 663

Raiola, Edward O.; And Others
A Study of the Role and Scope of Experiential Learning at Unity College, Unity, Maine.
Unity College, ME.
PUB DATE - 91
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - College Administration; *College Faculty; Educational Philosophy; *Experiential Learning; Faculty College Relationship; Faculty Workload; Higher Education; *Institutional Mission; *Internship Programs; Private Colleges
IDENTIFIERS - *Unity College ME

A survey of the faculty reviewed and assessed the role and importance of experiential learning through internships at Unity College, Maine, an independent, coeducational undergraduate college of 400 students specializing in environmental programs. The 45 full- and part-time faculty received the questionnaire. Among those, 34 faculty, or 76 percent returned the survey. Results indicated that there is a high degree of faculty involvement in experiential learning, as 151 courses, over 80 percent, offered experiential learning. Analysis of the data indicated that faculty involvement is primarily the result of the effort of individual faculty members who have a special commitment programs in public administration offered by Indiana universities. These administrators designated the following order of importance among the fields of knowledge that are included in Master of Public Administration (MPA) programs: organizational behavior and interpersonal relations (82%); budget operations and financial administration (77%); personnel management (70%); public relations/communication (67%); management information systems and computer utilization (52%); policy analysis (42%); administrative law and legal issues (42%); program evaluation research methodology (24%); and statistical analysis (16%). The respondents also recommended membership in various professional organizations for MPA students. Contains 13 references. (GLR)

ED 333 834 HE 024 693

Benz, Linda L.
Fact Book, 1990-1991. Fifth Edition.
Southern Illinois Univ., Carbondale. Institutional Research and Studies.
PUB DATE - 91
NOTE - 129p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Budgets; College Buildings; *College Faculty; College Libraries; Comparative Analysis; Data Analysis; *Degrees (Academic); *Enrollment Trends; Higher Education; Institutional Research; Statistical Data; *Student Characteristics; *Student Financial Aid
IDENTIFIERS - *Southern Illinois University Carbondale

This fact book is a summary of current data about Southern Illinois University at Carbondale (SIUC) and represents a compilation of historical data for a 5- to 10-year period as well as comparative data, both national and statewide. It is composed of seven sections that include information about enrollment, student characteristics, academic programs, budget, state appropriations, student finance, faculty and staff, the library, and the physical plant and other property. Among the highlights are the following: (1) during the past 15 years, enrollment at SIUC has been above 20,000 students; (2) there are 195 degree programs offered, including specialist degrees, first professional, associate, bachelors, masters, and doctoral; (3) from 1985 to the present, federal, state, and institutional sources of funds for student financial aid have steadily increased from $55 million to $82.8 million, or a 33.5% increase; (4) the composition of the faculty and professional staff, including the School of Medicine, was 61% male and 39% female, with part-time and full-time staff being divided roughly 50/50; (5) current fund revenues totalled $284 million with a decrease of 2% compared to FY 1989 while current fund expenditures totalled about $285 million representing an 11% increase; and (6) the number of owned acres and value of those acres increased from FY 1989 with 2,500 additional acres and $8,952 in additional value. (GLR)

ED 333 835 HE 024 694

Think Tank Report. The Time is Right for Telling the Union's Story.
Association of College Unions-International, Bloomington, IN.
PUB DATE - Jan 91
NOTE - 14p.; For a related document, see HE 024 695.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Journal Articles (080)

areas. The next group of papers address meeting the needs of special groups such as minorities, women, non-traditional women graduate students, under prepared students and female prisoners. Several papers examine how to assure academic quality in non-traditional programs with papers describing actual procedures and approaches, or discussing evaluation theory and method. Academic partnerships with business are the subject of nine papers which describe exiting programs or examine the issues that arise in these situations. Program delivery, from advertising programs, to weekend and off campus, and electronic media based programs are the topics of the following seven papers. Three papers address non-traditional approaches to reading and writing, two describe actual approaches and one tackles some of the hermeneutical issues involved. The papers in the final section look at the adult learner and continuing education: how to attract them, their self-direction and library literacy, accommodating transfer students, orientation programs, and profiles of non-traditional adult learners. (JB)

ED 333 854 HE 024 743

Paulsen, Michael B.
College Choice: Understanding Student Enrollment Behavior. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 90
NOTE - 3p.; For full report, see HE 024 744.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - College Applicants; *College Choice; Declining Enrollment; Economic Climate; Enrollment; *Enrollment Influences; Enrollment Trends; *Higher Education; *Institutional Characteristics; Student Characteristics; *Student Recruitment
IDENTIFIERS - ERIC Digests

This digest summarizes in a question and answer format a full length report of the same title. It addresses trends in college student enrollment patterns with an emphasis on behavior underlying student choice of college. Demographic changes and cuts in important sources of student financial aid brought significant enrollment declines to higher education in the 1980s. Colleges responded by engaging in market oriented activities intended to attract students while students became more like academic shoppers, preferring vocational, occupational, or professional courses over courses in the traditional arts and sciences. Understanding these student choice behaviors are important so that institutions can enhance their enrollment planning activities and student marketing and recruitment activities. Researchers in psychology, sociology, and economics have done most studies of enrollment behavior. Enrollment effects of changes in the economy are often complex with different results for different levels of society. Understanding individual enrollment behavior can help enrollment managers tailor and target their college's marketing mix of programs, prices, and places. The college search and application phase is important because it is in this phase that students eliminate most colleges from consideration. Colleges can better manage enrollment in the selection and attendance phase by recruiting students consistent with the characteristics of the college or by adjusting the college characteristics to match the to illustrate the types of applications that result from collaboration among scientists and librarians, as well as to encourage discussion on the potential for similar partnerships with other members of the academic community. A summary of the ARL Business Meeting is also included in this volume. (BBM)

ED 333 873 IR 053 609

South Carolina State Library Annual Report, 1989-1990.
South Carolina State Library, Columbia.
PUB DATE - 90
NOTE - 71p.; For the 1988-1989 Annual Report, see ED 316 256. Oversize statistical tables reproduced via overlapping pages.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Libraries; Administrative Organization; Annual Reports; Blindness; Charts; Computer Networks; Disabilities; Institutional Libraries; *Library Development; *Library Services; Library Statistics; *Library Technical Processes; Public Libraries; State Libraries
IDENTIFIERS - *South Carolina State Library

This annual report documents the activities and accomplishments of the South Carolina State Library in 1989-1990. Introductory materials include lists of the members of both the South Carolina State Library Board and the library staff; an organizational chart; the goals and mission statement of the South Carolina State Library; and a history of the library. A summary of the activities of the Division of Library Development then describes Administrative Services; Field Services (state aid to public libraries, federal aid to South Carolina libraries, continuing education for librarians, library services to both children and adults, library services for the disadvantaged, institutional library services, the literacy program, and public library construction); and Library Services to the Blind and Physically Handicapped. A discussion of Division of Library Services activities includes Reader Services (reference and information services to state government, legislative reference service, interlibrary loan service, audiovisual service, library collections, the South Carolina Library Network, and government documents); and Technical Services. Reports on state library awards and volunteer services are also provided, as well as a listing of South Carolina State Library publications and statistical data on state library collections, interlibrary loans, and expenditures of state and federal funds. Also provided are a list of public library board chairmen, directories of public, college, and institutional libraries, and statistics for these three types of libraries. (BBM)

ED 333 874 IR 053 612

Quezada, Shelley
Shaping National Library Literacy Policy: A Report from the Alexandria Forum, "Strengthening the Literacy Network" (1st, Alexandria, Virginia, May 20-22, 1990).
PUB DATE - 90
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Adult Literacy; *Federal Legislation; Financial Support; *Library Role; *Literacy Education; Public Policy
IDENTIFIERS - Family Literacy; Library Policy; Library Services and

PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Censorship; Elementary Secondary Education; *Intellectual Freedom; Learning Resources Centers; Library Materials; *Public Libraries; *School Libraries; *State Agencies; State Libraries
IDENTIFIERS - *Oregon

Challenges against library materials that were reported to the Oregon Intellectual Freedom Clearinghouse by Oregon libraries during its second full year of operation totalled 34 books, 13 of which were owned by public libraries and 21 by school libraries. The first challenge against an art exhibit in a public library was also reported. In 25 of the 34 cases, the materials were retained in the library through decisions made by local authorities; in three cases, access to materials was restricted, and in two cases, the materials were reclassified. Materials were removed from two school libraries with challenges against two titles still pending at the end of the fiscal year. The art exhibit was retained for the full month it had been scheduled for. Objections to library materials continued to be focused on stories or illustrations considered to be too scary or violent, language which some call "bad" or "profane," sexual references, and books with perceived or real occult, witchcraft, or satanic references. Specific information about the challenges reported in 1988-89 is provided in a list that is organized by type of library and the name of the library where the challenges occurred. In approximate chronological order by the date of the resolution of the challenges, the list includes summaries of both the objections and events for each title. Following this list, information is given on assistance provided by the clearinghouse during the year and cooperative and educational activities in which it was involved. A statement of the goals and objectives of the clearinghouse concludes the report. (BBM)

ED 333 891 IR 053 650

Tauler, Sandra
REFORMA/UCLA Mentor Program: A Mentoring Manual.
PUB DATE - 89
NOTE - 120p.; M.L.S. Thesis, University of California, Los Angeles.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Biculturalism; *Bilingual Students; Guidelines; Higher Education; *Librarians; Library Associations; *Library Schools; *Mentors; Questionnaires; Spanish Speaking; Student Recruitment
IDENTIFIERS - University of California Los Angeles

Although mentoring dates back to Greek mythology, the concept continues to thrive in today's society. Mentoring is a strategy that successful people have known about for centuries. The REFORMA/UCLA Mentor Program has made use of this strategy since its inception in November 1985 at the Graduate School of Library and Information Science at the University of California, Los Angeles. The program was established to help recruit bilingual-bicultural students into the library profession. One-to-one matching of prospective/current library school students with professional bilingual-bicultural librarians is the basis for the program. Besides acting as a support system, the program offers educational experiences and provides a forum for

IDENTIFIERS - Arizona; *Pima Community College AZ

Today, the United States incarcerates more people per capita and imposes longer sentences than any other country in the world. In 1966, there were less than 1,000 people in Arizona's only prison. Now, the state operates eight prison complexes housing 15,000 inmates annually. Given that the majority of imprisoned people are going to be released, education and training programs for inmates are essential. Arizona has been a leader in the provision of college-level education for inmates, linking each of the state's correctional institutions with a nearby community college. Together, Arizona's community colleges currently enroll approximately 3,000 inmates, or 20% of the total prison population, in programs adapted to the needs of each unique institutional environment. Pima Community College (PCC) has been serving Arizona State Prison Complex-Tucson since 1977. The college now offers three full-time high technology vocational/technical programs in desktop publishing/graphics, computer applications, and electronics/microcomputer technology, as well as a wide array of academic transfer courses, enrolling between 450 and 500 student-inmates per semester. Program faculty undergo a 40-hour orientation provided by the prison. The program also employs a full-time advisement specialist who insures that students understand the requirements for successful completion of their degrees or certificates. In addition, students nearing their prison release date can take special courses which teach skills in locating and keeping a job. Although no follow-up or longitudinal data are available on Arizona's programs, research has shown that education and training in prison is highly correlated to success outside, and thus to a reduction in recidivism. (PAA)

ED 333 910 JC 910 278

Kappner, Augusta Souza
The Role of Leadership in Planning and Implementing Diversity.
PUB DATE - 15 Apr 91
NOTE - 28p.; Paper presented at the Annual National Convention of the American Association of Community and Junior Colleges (71st, Kansas City, MO, April 13-16, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Administrator Role; *Affirmative Action; *Change Strategies; Community Colleges; Cross Cultural Training; *Equal Education; *Equal Opportunities (Jobs); Faculty Development; Faculty Integration; Leadership; *Minority Groups; Minority Group Teachers; Remedial Programs; Seminars; Staff Development; Two Year Colleges; Two Year College Students; Workshops
IDENTIFIERS - *City University of New York; Diversity (Student)

As institutions enrolling a disproportionate number of the minority students attending colleges and universities nationwide, community colleges have a considerable responsibility to develop policies that will support diversity and serve as models for the rest of higher education. At Borough of Manhattan Community College (BMCC), the student population is 52% Black and 30% Hispanic, while only 25% of the faculty are minority group members. In 1988, following a systemwide administrative retreat, an ad hoc committee of City University of New York presidents formed and developed a statement on diversity which was reviewed and passed by the trustees. In response to that statement, BMCC undertook efforts to recruit more bilingual counselors; infuse diversity issues into the freshman orientation curriculum; increase community outreach efforts; expand the affirmative action committee; initiate special programs and workshops in cross-cultural understanding and college student transfer, describes the CSCC's role in promoting a definition of transfer that would provide a reasonable definition of "transfer students" and that would result in the ability to provide consistent and comparable transfer data, review preliminary findings, and highlight particularly successful transfer programs. After introductory comments underscore the need for community colleges to improve their record in helping minority students transfer to four-year institutions, the paper reviews the CSCC's efforts to obtain nationwide transfer data. This section discusses the CSCC's transfer indicator and the rationale for limiting "transfer students" to those first-time community college students who complete at least 12 transferrable credits and take at least one four-year college course. After presenting preliminary CSCC data on transfer rates, indicating that only 21.4% of all students who earn 12 credits at a community college eventually transfer, and that rates for Blacks, Hispanics, and American Indians are even lower, the paper highlights exceptional transfer rates and some institutional factors that might be associated with them. Next, brief descriptions are provided of the Ford Southwest Transfer Educational Research Project, the success of tribal colleges in promoting transfer among American Indians, and the Urban Demonstration Model. Elements common to all three models are identified. Concluding comments stress the importance of continuing efforts to improve and evaluate the community college transfer function. (JMC)

ED 333 928 JC 910 320

Black, Marjorie
Community College Partnership.
San Juan Coll., Farmington, NM.
PUB DATE - 91
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *College Role; Community Colleges; *Cooperative Programs; Cultural Enrichment; Economic Development; *Educational Cooperation; *Government School Relationship; Health Promotion; Leadership Training; Program Descriptions; Recreational Programs; *School Business Relationship; School Community Programs; *School Community Relationship; Two Year Colleges

Community colleges must assume a proactive leadership role to develop strategies that establish and maintain partnerships with business and other community organizations. San Juan College (SJC) has forged partnerships with a variety of local organizations, including governmental, civic, business, educational, medical, and cultural groups. Government and civic partnerships have been established with both the Chamber of Commerce and the Navajo Tribal Government. In addition, the college has hosted CoMex 2000, a regional conference of civic and government leaders from Colorado and New Mexico. To establish links with the business community, SJC operates its own small business development center and has joined four local organizations in creating the San Juan Economic Development Service to assist the county in attracting business and industry to the area. SJC's participation in educational alliances includes the establishment of 2 2 articulated programs with area vocational and local high schools; the Conference on Aging in collaboration with senior citizen groups; the Women's Conference; and many special activities for particular public school students. The college's Early Childhood Center not only offers special educational opportunities for children but also serves as a laboratory school for teachers.

Drawing from data submitted by the Wisconsin Vocational, Technical and Adult Education (VTAE) districts on their 1989-90 actual cost allocation schedules, this report provides information on district and statewide program and unit costs. First, introductory material provides a statewide summary by aid category of the actual unit costs and ratios for headcount enrollments and full-time equivalent (FTE) indicating that the total unduplicated headcount for the district was 447,819 students and that the cost per headcount student was $855. FTE figures indicate an enrollment of 60,183 students at a cost of $6,362 per student. Total operational costs for the district are cited at $382,803,400. The bulk of the report contains data tables, focusing on: (1) district operational costs and total budget; (2) district total expenditures and revenues; (3) district staff costs; (4) district materials fees and FTE student enrollments; (5) statewide costs and FTE enrollment by district; (6) statewide costs per FTE by aid category; (7) costs per FTE by district for college parallel, associate degree, vocational programs, vocational/adult programs, cooperative services, and district services; (8) FTE students and cost by district for agriculture, business, graphics, home economics, industrial, service and health, technical, television, and general education; (9) FTE enrollment and operational cost percentages; (10) cost ratios per FTE student; and (11) FTE student enrollment percentages. (JMC)

ED 333 946 JC 910 340

VTAE Facts, February 1991.
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE - Feb 91
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - Community Colleges; Educational Finance; *Enrollment Trends; *Expenditure per Student; Expenditures; Full Time Equivalency; Longitudinal Studies; *School District Spending; State Aid; Tables (Data); Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS - *Wisconsin

Compiled by the Wisconsin Board of Vocational, Technical, and Adult Education (VTAE), this fact book presents information on enrollments, financing, programs, and staffing in the state's VTAE programs from 1980 to 1990. Enrollment data is presented in four tables: 1980-90 VTAE headcount enrollment by aid category; 1980-90 full-time equivalent (FTE) student enrollment by aid category; 1985-90 VTAE target population enrollment; and 1985-90 total unduplicated headcount enrollment and FTE students in basic skills and remedial instruction courses. Data on VTAE finances is presented in five tables: 1980-90 district operational costs by aid category; 1980-90 district revenues; 1980-90 general purpose revenue aids to VTAE districts; 1981-91 mill rates, tax levies, and property values; and 1981-91 program fees and interdistrict tuition. Data on VTAE programs is presented in two tables: 1980-90 programs by instructional division; and the college parallel program from 1980-90. The final section presents data on 1980-90 district staff equivalents. Selected data includes the following: (1) total headcount enrollment is listed at 464,067 in 1980-81, compared to 447,819 in 1989-90; (2) total allocated costs for students in basic skills and remedial programs has increased from $22,491,600 in 1985-86 to $46,044,700 in 1989-90; (3) from 1980-81 to 1989-90, systemwide operational costs have increased from $198,057,300 to $382,803,400; (4) from 1980-81 to 1989-90, total

Howes, Carollee
Infant Child Care. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 3p.; This digest was adapted from the article "Research in Review: Infant Child Care," by Carollee Howes, which appeared in the September, 1989 issue of "Young Children."
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Day Care; *Day Care Centers; Early Childhood Education; *Employed Parents; Family Influence; Individual Development; *Infants; *Mothers; Preschool Education; *Social Influences
IDENTIFIERS - ERIC Digests; *Infant Care

This ERIC Digest briefly reviews studies of maternal employment, child care settings, and links between children's development and family and child care influences. Studies of maternal employment suggest that infants' positive relationships with caregivers may compensate for insecure attachments with mothers. If future research supports this conclusion, the stability and characteristics of the infant child care caregiver will assume great importance. Some research suggests that infants and toddlers cared for by responsive and sensitive caregivers have higher cognitive and language scores and greater social competence than do children who receive care from less responsive and less sensitive caregivers. Several features of the child care environment are linked to caregiver sensitivity and responsiveness. These include formal training in child development, a small number of children to care for, the number of adults in the caregiving environment, short hours, decreased responsibility for housework, and environments designed to be safe and appropriate for children. Research evidence does not suggest that infant child care per se is detrimental to the child's future social and emotional development. Research does raise concerns for the child who experiences insensitive care both at home and in child care. (RH)

ED 333 964 PS 019 388

Mavroidis, George
Dissemination of the Project's Findings: National Seminar (7th, Greece, Delphi, September 19-23, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
PUB DATE - 90
NOTE - 39p.; For related documents, see ED 315 173-175 and ED 318 552-556.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Curriculum; *Educational Improvement; *Educational Innovation; *Elementary Education; *Foreign Countries; Leadership; Music Education; Physical Education; *Program Implementation; Remedial Instruction; Second Language Instruction; Teacher Education
IDENTIFIERS - *Bulgaria; *Greece

The seminar reported in this document drew on the findings of emotional well-being, fatigue, and physical symptoms associated with stress from multiple roles. Each component of working mothers' lives examined in the study was significantly associated with their health; however, the strongest relationships with health were found between characteristics of the individual and mothers' feelings about their marriages and being separated from their children. Means by which working mothers promoted their own well-being included engaging in self-actualizing behaviors, managing stress, and making use of interpersonal support. It is concluded that the findings provide important directions for future research on interventions to promote and restore the health of working mothers. (RH)

ED 333 984 PS 019 632

Bellemere, Beth; And Others
The Scarborough K-8 Non-Graded Model.
Scarborough School District, ME.
PUB DATE - 91
NOTE - 36p.; Paper presented at the High Scope Policy Conference (Ypsilanti, MI, October 10-12, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Academic Records; *Achievement Rating; *Background; Elementary Education; Intermediate Grades; Middle Schools; *Nongraded Instructional Grouping; *Portfolios (Background Materials); Primary Education; Program Descriptions; Public Schools; *Student Evaluation
IDENTIFIERS - Scarborough School District ME

This report describes the nongraded program for instruction that was developed by faculty and administrators in the public elementary schools of Scarborough, Maine. The program was designed to provide parents with a choice of educational placement for their children. Sections of the report offer background information on the program and an overview of its assessment and reporting procedures. The program contains three levels: (1) primary, for 5- through 8-year-olds; (2) intermediate, for 8- through 11-year-olds; and (3) middle school, for 11- through 14-year-olds. The curriculum is theme-based, allowing interconnections between the subjects of reading, writing, mathematics, social studies, science, health, and art. Assessments of each child's learning and development are accomplished by a variety of means: teacher observations, individual reading and writing conferences, samples of the child's work, and ongoing checklists in the areas of literacy and mathematics. Several samples of student assessment and reporting forms, guidelines, and a rationale for the use of portfolios to document student progress in primary and intermediate grades, are included. (RH)

ED 333 985 PS 019 633

Liben, Lynn S.; Downs, Roger M.
Developing Map Concepts in Children and Psychologists: Going Beyond Maps as RE-Presentations.
PUB DATE - Apr 91
NOTE - 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)

PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Day Care; *Delivery Systems; Early Childhood Education; *Employed Women; *Employer Supported Day Care; Guidelines; *Mothers; *Program Development
IDENTIFIERS - *Arizona; Business Role; Child Care Needs

This publication explains to Arizona employers the effect of child care difficulties on the work force and profitablity and describes ways to help employees meet their child care needs. Discussion concerns the benefits of employee child care assistance programs, program options available to employees, and the steps required to implement the programs. Sections of the document discuss: (1) the necessity of investing in child care assistance programs, changes in the work force and family, difficulties in obtaining child care, various programs, and common issues of concern; (2) available assistance options, including direct and indirect services; (3) program development through needs assessment, the analysis of program feasibility, and program implementation and evaluation; and (4) the process of locating expert advice. Appendices provide a summary of three national surveys of corporations that offer child care assistance; a list of corporations that provide child care and related services; a primer on child care liability and insurance; and a list of suggested readings. (RH)

ED 334 005 PS 019 664

A Framework for Child Welfare Reform in Arizona.
Children's Action Alliance, Phoenix, AZ.
PUB DATE - Mar 90
NOTE - 61p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Children; *Child Welfare; Demonstration Programs; Family (Sociological Unit); *Family Programs; Foster Care; Professional Personnel; *Social Services; *State Agencies; *State Programs
IDENTIFIERS - *Arizona; Childrens Action Alliance AZ; Public Private Partnership Programs

This report creates a framework for child welfare reform in Arizona that balances continued improvements in the current system with simultaneous testing of a more fundamentally restructured system. A new service delivery system that integrates the separate child welfare, juvenile justice, and children's mental health systems is recommended. Arizona's fragmented services to children are contrasted with several examples of successful family services in other states. The need for a family services administration is stressed. Crises in the state's child protective and foster care services are described. A public-private partnership that would provide an adequate shelter system is encouraged. The Orangewood Foundation in California is offered as a model of such a partnership. The issues of turnover, salaries, and training of child service staff are discussed. The development of a priorities-setting system for child welfare and behavioral health services is recommended. The Ventura Project in California is suggested as a model of such a system. The report concludes that an integrated family-based system should be established to respond to the needs of children and families. A list of 27 references is provided. (BC)

ED 334 006 PS 019 690

Congress, First Session. Report together with Minority Views To Accompany H.R. 2312.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE - 23 May 91
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Compensatory Education; Elementary Education; *Federal Legislation; *Federal Programs; Preschool Education; *Program Administration
IDENTIFIERS - Congress 102nd; Head Start Transition Project Act; *Legislative Intent; Project Follow Through; *Reauthorization Legislation

As approved by the Committee on Education and Labor, House Resolution 2312 clarifies the intent of Congress with regard to several provisions enacted into law by the Augustus F. Hawkins Human Services Reauthorization Act of 1990. The resolution also makes technical and conforming corrections to the Follow Through Act and the Head Start Transition Project Act. This report includes an introduction, a report of committee action, background information, a rationale, an explanation of H.R. 2312, a statement of committee approval, an oversight statement, an inflationary impact statement, oversight findings and recommendations of the Committee on Government Operations, an estimate of the cost of the legislation, and a section-by-section analysis. Minority views are appended. (RH)

ED 334 027 PS 019 837

Child Labor: Characteristics of Working Children. United States General Accounting Office Briefing Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
PUB DATE - 14 Jun 91
NOTE - 51p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *Adolescents; *Child Labor; *Federal Regulation; Fines (Penalties); *Injuries; *Labor Legislation; *Law Enforcement; Minority Group Children; Socioeconomic Status
IDENTIFIERS - Department of Labor; Hazardous Occupations

This General Accounting Office report to two U.S. Senate subcommittees examines: (1) the economic and demographic characteristics of child workers; (2) serious injuries sustained by illegally employed children; and (3) the Labor Department's policy with regard to penalizing employers who illegally employ children. Federal child labor regulations are reviewed, the objectives and scope of the study are discussed, and the enforcement efforts of the Labor Department's Operation Child Watch are summarized. The results of the study indicated that: (1) low-income and minority children were less likely to be employed than high-income and white children; (2) more children from low-income than from high-income families worked in hazardous industries; (3) about 18 percent of working 15-year-olds worked in violation of child labor laws; (4) although the number of serious injuries to illegally employed children increased, the ratio of serious injuries to detected violations declined between 1983 and 1990; (5) most violations involving serious injuries of working children are associated with hazardous order violations; and (6) the Labor Department imposed the maximum penalty for nonwillful violations, but cited no cases of willful violation, during fiscal competition versus monopoly in public utilities, and the effects of each on the consumer; (2) the Rural Electrification Administration's Telephone Loan Program and rural cooperatives; (3) improving rural educational opportunities through telecommunications technology; (4) regulation of cable television companies; (5) the conditions under which rural customers receive telecommunications services; and (6) specific recommendations for legislation. An extensive presentation by Bell Atlantic describes how a public broadband network integrating audio, visual, and computer technologies could affect the everyday lives of future American consumers. (SV)

ED 334 046 RC 018 250

Rural America at the Crossroads: Networking for the Future.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE - Apr 91
NOTE - 200p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reports - Research/Technical (143)
DESCRIPTORS - *Communications; *Economic Development; *Federal Regulation; Futures (of Society); Government Role; Information Networks; *Information Technology; Policy Formation; *Rural Areas; *Rural Development
IDENTIFIERS - Office of Technology Assessment; Technological Infrastructure

This study explores the role that communications technologies can play in securing rural America's future. It develops several policy strategies and options to encourage economic development. The study was requested by the Joint Economic Committee of Congress and Senators Charles E. Grassley and Orrin G. Hatch. Chapter 1 provides a summary and policy conclusions. Chapter 2, "The Challenge for Rural America," describes unemployment, poverty, and out-migration and advocates upgrading the labor force. Chapter 3, "Rural America and the Changing Communication Infrastructure," proposes Rural Area Networks to deliver communication services to rural areas. Chapter 4, "Rural Development," explains a holistical approach to rural development that accompanies economic development by improving education, health care, and public administration capacities. Chapter 5, "Regulation and Rural Development," recommends that regulators must develop new regulatory approaches for rural areas. Finally, Chapter 6, "The Role of the Federal Government: Orchestrating Cooperation and Change," suggests that the Federal Government make rural development and the use of communications technologies a national priority. The appendix is a field journal that gives narrative impressions of the four states visited during the study: Kentucky, New Mexico, Washington, and Maine. The document contains a list of contributors, a glossary, and an index, as well as numerous figures, charts, tables, and photographs. (KS)

ED 334 047 RC 018 251

Breaking New Ground for American Indian and Alaska Native Youth at Risk: Program Summaries. OSAP Technical Report 3.
National Center for American Indian and Alaska Native Mental Health Research, Denver, CO.
SPONS. AGENCY - Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE - 90

to address these major global issues actively. The unit presented in this document addresses the problems associated with the global effects of atmospheric pollution. This document includes information to assist teachers in organizing and directing students in their activities. This teacher's guide includes a unit overview, instructions on how to collect information through letter writing (including addresses for appropriate organizations), four classroom activities, a set of fact cards, instructions for a scavenger hunt, instructions for a geography activity, instructions for research and independent study, and materials for a youth summit on global air pollution. Additional materials included in this packet are a discussion and chart of instructional techniques and thinking skills used in the unit, a glossary of terms and a bibliography of 38 books, articles, other resources, and games on atmospheric pollution. (CW)

ED 334 065 SE 052 117

McKisson, Micki; MacRae-Campbell, Linda
Our Divided World: Poverty, Hunger & Overpopulation. Our Only Earth Series. A Curriculum for Global Problem Solving.
PUB DATE - 90
NOTE - 112p.; For related documents, see SE 052 115-120.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Ecology; *Elementary School Science; Environmental Education; Geography; *Global Approach; Hunger; *Interdisciplinary Approach; Intermediate Grades; Language Arts; *Learning Activities; *Population Education; Poverty; Problem Solving; Science Education; Secondary Education; *Secondary School Science; Social Studies; Teaching Guides

Both humanity and nature have suffered greatly from human insensitivity. Not only are the natural resources of the earth being depleted and its air, land and water polluted, the financial resources of humanity are being wasted on destructive expenditures. The "Our Only Earth" series is an integrated science, language arts, and social studies problem solving program for grades 4-12 that addresses six different global issues. The units are designed to provide students with knowledge and skills to address these major global issues actively. The unit presented in this document addresses the problems associated with the global effects of poverty, hunger and overpopulation around the world. This document includes information to assist teachers in organizing and directing students in their activities. This teacher's guide includes a unit overview, instructions on how to collect information through letter writing (including addresses for appropriate organizations), a set of fact cards, instructions for a scavenger hunt, two classroom activities, instructions for a geography activity, instructions for research and independent study, and materials for a youth summit on global poverty, hunger, and overpopulation. Additional materials included in this packet are a discussion and chart of instructional techniques and thinking skills used in the unit, a glossary of terms and a bibliography of 67 books, articles, other resources, and games on global poverty, hunger, and overpopulation. (CW)

ED 334 066 SE 052 118

McKisson, Micki; MacRae-Campbell, Linda
Endangered Species: Their Struggle To Survive. Our Only Earth Series. A Curriculum for Global Problem Solving.

NOTE - 16p.; Paper presented at the Annual National Convention of the School Science and Mathematics Association (Cincinnati, OH, October 12, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *American Indian Culture; American Indian Reservations; American Indians; Brain Hemisphere Functions; Cultural Differences; *Cultural Influences; Elementary School Mathematics; Ethnic Groups; Intermediate Grades; Junior High Schools; Language Proficiency; Language Skills; *Mathematics Achievement; *Mathematics Anxiety; Mathematics Education; Middle Schools; Minority Groups
IDENTIFIERS - Comprehensive Tests of Basic Skills; Learning Style Profile (NASSP); Mathematics Anxiety Rating Scale; *Navajo Reservation; New Mexico

Of the many factors that have been proposed as a rationale for poor mathematics conceptualization by American Indians, cultural factors remain the most popular when explanations are submitted. Additionally, the accepted fault for poor achievement is focused upon mathematics anxiety. A study of American Indian school mathematics achievement and mathematics anxiety was conducted at a middle school on the Navajo Indian Reservation in northern New Mexico/Arizona with a total sample of 353 students. The relationships of both achievement and anxiety to certain cognitive style predictor variables was also investigated through the use of the Comprehensive Test of Basic Skills Mathematics Subtest (CTBS, 1982), the Mathematics Anxiety Rating Scale for Adolescents (MARS-A), and the Learning Style Profile as designed by the National Association of Secondary School Principals Learning Style Task Force (NASSP-LSP). Results indicated that mathematics achievement was near the national norm in computational skills, but significantly lower in application skills. Also, mathematics anxiety was found to be excessively high for the entire sample population. Discussion focused upon the possibility that language deficiencies were the underlying cause for the discrepancies between computational and application skills. (29 references) (JJK)

ED 334 084 SE 052 182

Steen, Lynn Arthur, Ed.
On the Shoulders of Giants: New Approaches to Numeracy.
National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.
SPONS. AGENCY - Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.
PUB DATE - 90
NOTE - 239p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Calculators; Computer Assisted Instruction; Curriculum Development; *Curriculum Enrichment; *Educational Change; Educational Improvement; *Educational Innovation; Elementary School Mathematics; Elementary Secondary Education; Geometric Concepts; Mathematical Concepts; *Mathematical Enrichment; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Secondary School Mathematics
IDENTIFIERS - Mathematical Thinking; *Numeracy; *Patterns

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Annotated Bibliographies; Biographies; Elementary Secondary Education; *Females; *History Instruction; Instructional Materials; Learning Activities; Photographs; Resource Materials; Social Studies; *State History; *Womens Studies
IDENTIFIERS - *Maryland

Materials that portray the contributions of women to Maryland history are featured in this resource kit. Display photographs and short informational profiles about Maryland women are accompanied by classroom activities for grades K-12. Additional suggestions for activities for colleges, universities, and community groups also are included. To aid the teacher in further research about these women, the kit contains an annotated list of books and organizations where information may be acquired. (DB)

ED 334 110 SO 021 214

Capodilupo, Alessandra M.
Leisure Trends in Ontario. Working Paper 90-5.
TV Ontario, Toronto.
PUB DATE - Aug 90
NOTE - 95p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Cultural Activities; Cultural Background; Foreign Countries; *Foreign Culture; *Leisure Time; Life Style; Lifetime Sports; *Recreational Activities; Research Methodology; Social Science Research
IDENTIFIERS - *Leisure Activities; *Ontario

The trends in leisure behavior of persons who live in Ontario (Canada) are identified in this report that provides a basis for planning and development of relevant programming to meet the leisure interests and needs of Ontarians. The report is organized into four chapters. The first chapter provides a general introduction to the concept of leisure, and to the research methodology employed by the various studies forming the basis of the present report. It also summarizes the major findings regarding leisure behavior of Ontarians. The second chapter highlights various leisure activities that are popular among Ontarians, organized under four major categories: inter- and intrapersonal activities; sports, fitness, recreational, and outdoor activities; arts and cultural activities; and media-related activities. The third chapter describes the leisure pursuits of Ontarians by ethnocultural background. The fourth chapter describes leisure behavior patterns of young Ontarians. A 26-item list of references is included. (DB)

ED 334 111 SO 021 225

Brophy, Jere
Mary Lake: A Case Study of Fifth Grade Social Studies (American History) Teaching. Elementary Subjects Center Series No. 26.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 185p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; Cooperative Learning; *Elementary School Teachers; Grade 5; *History Instruction; Integrated Curriculum; Intermediate Grades; Language Arts; *Social Studies; *Teaching

PUB TYPE - Reference Materials - Bibliographies (131), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Adoption; *Child Welfare; *Disabilities; Eligibility; Family (Sociological Unit); Family Relationship; *Federal Legislation; Federal Programs; *Foster Care; Foster Children; Placement; Planning; State Programs
IDENTIFIERS - *Adoption Assistance and Child Welfare Act 1980; *Permanency Planning (Foster Care)

This document begins with an annotated outline of Public Law 96-272, the Adoption Assistance and Child Welfare Act of 1980, which encourages states to prevent unnecessary removal of children from their homes and to reunify foster children with their families. The document discusses reasons for the law's enactment, the law's provisions, its benefits for children with special needs, eligibility criteria, state adoption assistance programs, the federal role in enforcing the law, the nature of the assistance in terms of amounts and duration, and remaining implementation questions such as permanency planning. The second part of the document comprises a survey of literature on the adoption of children with special needs, in which annotations are provided for 25 journal articles and a monograph. A final section offers a more comprehensive listing of resources, providing bibliographic information only for approximately 100 articles, master's theses, conference proceedings, books, book sections, Congressional hearing transcripts, and reports. (JDD)

ED 333 630 EC 300 383

Behr, Shirley
Positive Contributions of Persons with Disabilities to Their Families. Literature Review.
Kansas Univ., Lawrence. Beach Center on Families and Disability.
PUB DATE - 90
NOTE - 83p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Adjustment (to Environment); Coping; *Disabilities; Emotional Adjustment; *Family Attitudes; Family Problems; *Family Relationship; Interpersonal Relationship; Models; Parent Child Relationship; Research Needs; Stress Variables; Systems Approach; *Theories; Theory Practice Relationship

This literature review addresses perceived positive contributions of disabled persons to their families and proposes a new framework for such research. Considered first is the theoretical framework underlying Family Stress and Coping Theory, specifically the ABCX model of R. Hill and its modifications. Next, family research trends in the disability field from 1940 to 1980 are reviewed. These focused on: reactions of parents toward their children and implications for professionals; the child's effect on the family system; and stress in families. The application of stress theory to research on the perceptions of families of children with disabilities and chronic illnesses is examined next. Covered are the following: the impact of disabilities on families and the effectiveness of various coping strategies; three conceptual frameworks; and the ABCX model as a framework for reviewing the literature. The application of cognitive adaptation theory to adaptation to negative life events is then considered. Finally, a framework which connects family stress theory and cognitive adaptation theory is proposed. This framework comprises the following components: the family's response to stressful events; cognitive processes associated with adaptation to threatening events; societal norms and values; public policies; professional

Rejskind, F. Gillian; And Others
Gender Differences in Divergent Thinking?: An Investigation of Block's Gender Specialization Theory.
PUB DATE - 88
NOTE - 28p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Child Development; Cognitive Processes; *Cognitive Style; *Creativity; Divergent Thinking; Elementary Education; Foreign Countries; *Gifted; *Personality; *Sex Differences; Student Characteristics; Theories
IDENTIFIERS - *Gender Specialization Theory (Black); Quebec (Montreal)

The study evaluated a theory of gender specialization by J. H. Block that postulates that gender differences in personality and cognitive functioning are closely linked, both arising from the same sex-differentiated socialization experiences. This study tested the theory as it applies to creativity in children. Subjects were 244 children in grades 4-8 attending Montreal-area summer schools for gifted children. Two divergent thinking tests, each with a familiar and an unfamiliar item, were used to test cognitive style. Other measures were used to evaluate independence and social orientation. No sex differences were found in personality or in cognitive style and no significant association was found between measures of cognitive style and personality scores. Results are discussed in light of the moderating influence of sex-role flexibility and the relative freedom boys and girls experience in peer groups and play. Includes 45 references. (DB)

ED 333 651 EC 300 405

Fetal Alcohol Syndrome and Fetal Alcohol and Other Drug Effects. A Guide for Teachers.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE - Jan 91
NOTE - 65p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Alcohol Abuse; Alcohol Education; *Congenital Impairments; *Curriculum; *Drug Abuse; Drug Use; Etiology; Learning Activities; Lesson Plans; *Pregnancy; Prenatal Influences; Prevention; Secondary Education; Smoking; *Special Health Problems; Substance Abuse
IDENTIFIERS - *Fetal Alcohol Syndrome; New Jersey

This curriculum guide on Fetal Alcohol Syndrome (FAS) is intended to help meet New Jersey secondary-level learning objectives in the area of chemical health education. The guide is organized into six sections, each with a conceptual statement, content outline, specific objectives, and lesson plans. The six sections and corresponding major concepts are as follows: (1) "Fetal Alcohol Syndrome: What is It?" (FAS is a combination of characteristics in infants and children resulting from maternal drinking during pregnancy); (2) "History of Fetal Alcohol Syndrome: Pioneers of the 1970s, '80s, and Beyond" (FAS was formally identified as a syndrome in the U.S. in 1973); (3) "FAS is Only the Tip of the Iceberg: Alcohol-Related Birth Defects (ARBD)" (ARBD are less severe conditions caused by maternal drinking during pregnancy); (4) "Alcohol is Not the Only Problem: The Effects of Licit and Illicit Drugs on Pregnancy" (adverse effects of maternal consumption of any drug substance, including alcohol, tobacco, or handicaps; (2) work collaboratively with regular education personnel to provide educational services to children who are handicapped or at risk; (3) redefine special education eligibility criteria; (4) increase opportunities for employment and/or postsecondary education for special education graduates; (5) improve preservice and inservice education for both regular and special education personnel; (6) improve instructional programs; (7) provide supportive services and training to families; and (8) evaluate special education program effectiveness through student outcomes. The action plan also contains a glossary of terms and a time line for implementation of the strategies. (JDD)

ED 333 671 EC 300 427

Decker, Marcia J., Ed.
Directory of Selected Early Childhood Programs, 1990-1991.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - Mar 91
NOTE - 332p.; For the 1989-90 directory, see ED 319 183.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - *At Risk Persons; *Disabilities; Early Childhood Education; *Early Intervention; Educational Innovation; Educational Legislation; Federal Legislation; *Federal Programs; Grants; Professional Education; Program Descriptions; Staff Development; State Programs
IDENTIFIERS - *Office of Special Education Programs

This directory of selected early childhood programs includes project grants in three categories administered by the Office of Special Education Programs and funded under the Early Education Program for Children with Disabilities. The program categories include the Division of Innovation and Development, the Division of Personnel Preparation, and the Division of Educational Services. The directory is organized into four sections: (1) the Introduction, which provides an overview of federal early childhood programs, their purposes and activities, and the implications of Public Law 99-457 and Public Law 101-476 for federal and state efforts in planning and implementing early childhood education and related services; (2) the Directory section which provides a state-by-state listing of the early childhood projects, personnel administering the Preschool Grants Program and the Program for Infants and Toddlers with Disabilities, and chairpersons of the state Interagency Coordinating Councils; (3) the Project Abstracts section which provides half-page descriptions for each of the projects, outlining their purpose, target, approach, practices, and outcomes, and organized according to program category; and (4) two indexes to project abstracts, organized by program category and subcategory and by state. The Directory section is designed to provide a quick reference to all project addresses and telephone numbers within a state, and the Project Abstracts section provides a comprehensive view of project activity within a given program. (JDD)

ED 333 672 EC 300 428

Recommendations to the Illinois General Assembly on Zoning for Community Residences.
Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE - 31 Jan 91
NOTE - 58p.

Education; Ethics; *Special Education Teachers; *Standards;
*Teacher Attitudes; *Teacher Behavior
IDENTIFIERS - *Alabama; *Council for Exceptional Children

This study evaluated how well the Council for Exceptional Children's "Code of Ethics" and "Standards for Professional Practice" (originally adopted and disseminated in 1983) have been implemented. A brief literature review examined the development and dissemination of the standards. Analysis of completed questionnaires of 171 (out of 744) Alabama special educators found that 87.8% of the respondents did not have copies of the standards and thus do not use them for guidance in meeting professional responsibilities. Those who do use the standards find occasion to use each of the 67 standards at some time. Possible reasons for this low usage are offered and include redundancy of the standards with existing personal values of educators and lack of knowledge of the standards' existence. Includes 14 references. (DB)

ED 333 691 EC 300 447

Adler, Michele
The Disabled: Their Health Care and Health Insurance.
PUB DATE - 91
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143),
Numerical/Quantitative Data (110)
DESCRIPTORS - Accessibility (for Disabled); Adults; *Age Differences; Children; Definitions; *Disabilities; Etiology; *Health Care Costs; *Health Insurance; Incidence; Longitudinal Studies; *Medical Services; National Surveys; Older Adults
IDENTIFIERS - *Impairment Severity

This paper examines issues concerning access to health care for persons with disabilities, specifically the health status of the disabled, utilization and cost of services, and a comparison of health insurance coverage of persons with and without disabilities. Three age groups (children, working-age adults, and the elderly) are considered. Data were obtained from the Topical Module on Disability from the 1984 Survey of Income and Program Participation, a longitudinal survey of a nationally representative sample (N=20,000) of the civilian non-institutionalized population. Disability is defined in terms of six levels of functional disability and incidence figures (e.g., 1.7% for the most severe level) provided. Also provided are data on age and disability (e.g., 58.8% of the elderly are disabled). Additional findings addressing causes of disability, health status and utilization, and health insurance coverage are presented separately for working age adults, the elderly, and children. Finally, figures on usual sources of care and expenditures and actual medical expenditures are given. Among conclusions are that persons with disabilities experience a different health care experience; that there are few real differences in health insurance between the disabled and nondisabled; but that most nonelderly disabled persons receive a mix of private and public coverage. Includes six references. (DB)

ED 333 692 EC 300 448

Sloat, Robert S.; Hayes, Marnell L.
Gifted Adolescents' Attitudes toward Suicide.
PUB DATE - Apr 91
NOTE - 4p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE - English

Programs.

National Center for Education in Maternal and Child Health, Washington, DC.

SPONS. AGENCY - Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE - Mar 91

NOTE - 37p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE - Reference Materials - Bibliographies (131), Collected Works - Serials (022)

DESCRIPTORS - Children; Community Resources; Continuing Education; *Cultural Differences; *Ethnic Groups; *Health; Health Needs; Health Services; Information Sources; Minority Groups; *Mothers; Pregnancy; *Young Children

The publication provides information about approximately 75 materials and publications developed by government agencies and voluntary and professional organizations on the topic of ethnocultural diversity and maternal and child health. For each item included, the following information is provided: bibliographic data, contact information, and a brief abstract. Materials are dated from 1983 to 1991 and are grouped in the following categories: materials from state and local agencies; materials from federal agencies; materials from educational, voluntary, and professional organizations; special projects of regional and national significance; and other selected materials. A list of 13 continuing education opportunities in maternal and child health in 1991 is also provided. (DB)

ED 333 711 EC 300 479

Fox, Wayne; And Others

A Model for Early Childhood Special Education Program Development in Rural Settings: Final Report.

Vermont Univ., Burlington. Center for Developmental Disabilities.

SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

PUB DATE - Oct 90

NOTE - 114p.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS - Agency Cooperation; Delivery Systems; *Demonstration Programs; *Disabilities; Early Childhood Education; *Early Intervention; *Educational Practices; Family Involvement; Infants; Models; *Program Development; Program Implementation; *Rural Education; Special Education

IDENTIFIERS - Vermont

This final report describes a project in Vermont which developed, implemented, evaluated, and disseminated a program development model for establishing new, and for improving existing, comprehensive early childhood special education services to young (birth to 5 years) children with disabilities and their families in rural settings. The model stresses: involvement of family, multiple agencies, and the community; consideration of the unique needs of the community; promotion of best practices; and systematic program planning and development. The model's six components include: (1) establishment of a family and multi-agency planning team; (2) assessment of current program practices; (3)

through the ethnographic technique of triangulation. (MSE)

ED 333 732 FL 019 222

Leach, Valerie
Hispanic Cultures through Literature.
PUB DATE - 91
NOTE - 35p.; Paper presented at the Annual Meeting of the California Association for Bilingual Education (1991).
LANGUAGE - English; Spanish
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Bilingual Education; Class Activities; Cooperative Learning; *Cultural Awareness; Elementary Education; Gifted; *Hispanic American Culture; *Lesson Plans; *Literature Appreciation; *Multicultural Education; Small Group Instruction; Talent
IDENTIFIERS - Blooms Taxonomy

A method for planning multicultural lessons for both regular and gifted and talented students, and sample lessons, are presented. The approach was developed in order to introduce Hispanic culture through literature in a bilingual classroom. All materials are constructed based on Bloom's taxonomy of educational objectives. The lessons were developed to show similarities between people and their roots, celebrate the positive aspects of diversity, and develop pride in heritage. The units are suggested for use in cooperative learning groups or as bases for discussion, individual work, and more advanced assignments for individual students. Lesson format includes initial input (pre-reading, reading, and post-reading activities), small group activities for both regular and gifted students, and culminating activities (pre-evaluation, revision, presentation of unit product, post-evaluation, and product display). Seven lessons, in both English and Spanish and including reproducible visual aids, have the following topics: family; favorite things; sweet foods; adventure; interpersonal relationships; a Nicaraguan legend; food and ecology; creation; and the meaning of legend. Suggested grade levels are indicated. Additional generic activities for each level of cognitive functioning are appended. (MSE)

ED 333 733 FL 019 223

Janopoulos, Michael
Mainstreaming Intensive English Students into Regular University Courses.
PUB DATE - 11 Mar 89
NOTE - 15p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Acculturation; Articulation (Education); College Faculty; College Students; Cultural Awareness; *English (Second Language); *English for Academic Purposes; Higher Education; *Intensive Language Courses; *Mainstreaming; Program Descriptions; Program Effectiveness; Recordkeeping; Student Placement; Study Skills; *Transitional Programs
IDENTIFIERS - *Southeast Missouri State University

A procedure used by a university-affiliated intensive English language program to mainstream students into regular academic courses is described. The program, affiliated with Southeast translators and interpreters how to be successful practitioners. Training should include the following: the general theory of language, including universal principles of human communication, linguistic communication, oral vs. written communication, and mediated interlingual communication; and discourse analysis, including quantity, cooperation, idiomaticity, and situationality. Arguments against teaching theory to translators and interpreters include that they are arts requiring natural talent that can not be taught, and that writing and speaking are natural, not scientific, pursuits. The intellectual process of translation must be the focus of translator training, which should use practical models emphasizing deverbalization and theoretical conceptualization. Students should also be encouraged to broaden their knowledge base. Interpreter training should focus on the uses of oral language, maximizing extra-linguistic cues, and intelligibility. In addition, typology of oral texts, anatomy of the phonatory organs, and practical experience are essential. It is time for the translating and interpreting professions to develop professional training. (MSE)

ED 333 754 FL 019 265

Alonso, Carmen M.
Improving Academic Achievement of ESOL Kindergarten Students Using a Centers Approach to Instruction.
PUB DATE - May 91
NOTE - 49p.; M.S. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - *Academic Achievement; Cooperative Learning; Critical Thinking; *English (Second Language); Games; *Handwriting; *Independent Study; Individualized Instruction; Instructional Effectiveness; *Kindergarten; *Learning Centers (Classroom); Manipulative Materials; Primary Education; Second Language Instruction; Writing Instruction

A practicum tested the effectiveness of a learning-center approach in improving the overall academic achievement of kindergarten children who were speakers learners of English as a second language (ESL). The entire kindergarten class participated in the method, but only nine students were selected on the basis of their score on the Brigance Test. Four major instructional centers were used: handwriting; teacher-directed instruction; follow-up activities; and independent activities. The program used manipulative materials and game-like instructional situations, ESL teaching techniques, cooperative learning, and critical thinking skill development. Activity modification and parent-teacher conferences permitted individualized instruction. The nine students increased their overall achievement by a minimum of 10 points as measured by the Brigance Test. The approach is seen as effective and adaptable to other grade levels and subject areas. Appended materials include forms used in the study, a classroom floor plan, cnart of center usage, and a comparison of pre- and post-test scores. A 15-item bibliography is included. (MSE)

ED 333 755 FL 019 266

Kitao, S. Kathleen
Principles of Quantitative Research.
PUB DATE - 91
NOTE - 22p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions)

PUB TYPE - Books (010), Reports - General (140)
DESCRIPTORS - *Advanced Courses; *Bachelors Degrees; Degrees (Academic); Graduate Study; Higher Education; *Nurses; *Nursing Education; *Professional Education; Program Descriptions; *Program Development; Program Implementation

This book provides a blueprint for educators and administrators who are considering the development of a Registered Nurse/Bachelor of Science in Nursing (RN/BSN) program and describes state-of-the-art education programs. It includes case examples for successful programs and information on implementation. The chapters were chosen to make the data-based materials more accessible to those exploring the development of an RN/BSN program, and to provide commentary from the nursing service on the movement of RNs returning to school for the baccalaureate. In addition, the book reports on, and extends beyond, the American Association of Colleges of Nursing's national survey of BSN education for registered nurses. Structure and processes of RN/BSN education are described, as is the transition of new graduates into the workplace and into graduate education. Appendices contain "Essentials of College and University Education for Professional Nursing: Final Report" and a summary of American baccalaureate and graduate nursing education programs. Includes an index. Contains 100 references. (GLR)

ED 333 776 HE 024 601

Wade, Barbara K.
A Profile of the Real World of Undergraduate Students and How They Spend Discretionary Time.
PUB DATE - Apr 91
NOTE - 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140), Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *College Students; Extracurricular Activities; Higher Education; *Leisure Time; *Student Behavior; *Student Interests; *Student Participation; Surveys; *Time Management

This study examined how students at Pennsylvania State University chose to spend their discretionary time outside the structured classroom. A sample of 367 students (a 73% response) completed surveys (62% were from males) containing 19 questions classified in non-academic and academic categories. The three academic questions focused on amounts of time related to number of credits, amount of time dedicated to study, and number of hours spent at the library. The sixteen non-academic questions focused on time related to employment, religious service, volunteer activities, intramural sports, shopping, personal care, talking with friends, dating, cultural events, and time away from the university community. Among the results were the following: (1) 82% of the students reported spending twenty or fewer hours per week on study; (2) 25% of the students spent no time in the library; (3) males tended to enroll for more credits than females; (4) 47% reported watching television five or fewer hours per week and 15% watched no television; (5) 43% worked, and 86% of those reported working 20 or fewer hours per week; (6) 39% participated in intramural sports with 66% spending two or fewer hours per week in intramural sports; and (7) 38% spent one to three hours per week dating. Contains 28 references and 21 tables. (GLR)

ED 333 777 HE 024 602

1987 through August 31, 1990, details the following 42 articles: recognition; PSCCUNY relationships; unit stability; check-off and agency shop; information and data; released time; organizational use of facilities; non-discrimination; appointment and reappointment; schedule for notification of reappointment and non-reappointment; classification of titles; certificate of continuous employment; multiple year appointments for Business Manager and Higher Education Officer; leaves and holidays; workload; temporary disability or parental leave; jury duty; professional evaluation; personnel files; complaint, grievance and arbitration procedure; disciplinary actions; increased promotional opportunities; distinguished professorships; salary schedules; research and scholar incentive fellowship awards; welfare benefits; retirement; travel allowances; waiver of tuition fees; facilities and services; rehiring of persons who are discontinued; discontinuances; faculty development; medical series; CUNY law school; resident series; academic calendar; workers compensation; no strike pledge; legislative action; 1987-90 financial provisions; and duration. Appendixes contain a workload settlement agreement, a supplemental agreement on continuing education, and a supplemental agreement on Educational Opportunity Centers. (JB)

ED 333 796 HE 024 641

Agreement 1988-1991 between Rider College and the Rider College Chapter of the American Association of University Professors.
American Association of Univ. Professors, Washington, D.C.; Rider Coll., Trenton, N.J.
PUB DATE - 88
NOTE - 151p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Access to Information; Arbitration; Athletic Coaches; *Collective Bargaining; *College Faculty; *Contracts; Department Heads; *Employment Practices; Equal Opportunities (Jobs); Faculty Evaluation; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Job Layoff; Leaves of Absence; Part Time Faculty; Patents; Personnel Policy; *Private Colleges; Professional Development; Records (Forms); Released Time; Research Administration; Retirement; Retirement Benefits; Sabbatical Leaves; Teacher Dismissal; Teacher Employment Benefits; Teacher Placement; Teacher Promotion; Teacher Salaries; Teacher Strikes; Tenure; Unions
IDENTIFIERS - *AAUP Contracts; American Association of University Professors; *Rider College NJ

This document presents the agreement between Rider College (New Jersey) and the Rider College Chapter of the American Association of University Professors for 1988 through 1991. It covers the following 35 articles: recognition of unit; non-discrimination; affirmative action; academic freedom; Association privileges; definition of ranks; appointments; promotion and tenure; dismissal and suspension; annual reappointment and non-reappointment of non-tenured bargaining unit members; department chairpersons; academic governance; personnel files; lay-off; professional athletic staff; part-time faculty; evaluation; past practices; management rights; agency rights; grievance and arbitration procedure; no strike, no lockout; general work conditions; open classroom; workload; outside employment; research and enrichment; patent policy; sick leave; compensation and employee benefits; salary adjustment; retirement age and retirement benefits; separability; length of contract, future negotiations; and enforceability. Appendixes cover tuition remission, attendance at other accredited institutions, attendance at Rider College, and to the practice and educational philosophy of experiential learning and not due to support from the college. The study results also suggest that experiential learning opportunities are an integral part of Unity College. However, there is a need for a more focused commitment from the administration in order to strongly support experiential learning at Unity College. Appendixes (about two-thirds of the document) detail results and include the survey instrument. (JB)

ED 333 816 HE 024 664

Serafin, Ana Gil
Faculty Satisfaction Questionnaire: Development, Validity, and Reliability.
PUB DATE - 19 Mar 91
NOTE - 27p.; Paper presented at the Research Convocation of the College of Education of Western Michigan University (Kalamazoo, MI, March 19, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *College Faculty; College Instruction; *Evaluation Methods; Faculty College Relationship; Foreign Countries; Higher Education; *Job Satisfaction; Measurement Techniques; Noninstructional Responsibility; *Occupational Surveys; *Reliability; Research; Services; Teacher Attitudes; Validity
IDENTIFIERS - Universidad Pedagogica Libertador (Venezuela); Venezuela

This study sought to design and test a survey instrument which examined college faculty satisfaction with their roles of teaching, research, and service. A panel of experts reviewed the Spanish and English versions of the 39 item survey for quality of items and grammatical accuracy. Thirty randomly selected faculty members from a population of 234 faculty at the Universidad Pedagogica Experimental Libertador (UPEL) of Venezuela participated in the field testing with 22 responding, or 73.3 percent. Results indicated a high level of validity and reliability for all three categories, teaching (r=.85), research (r=.80) and service (r=.85). Further research established the reliability of the measures by testing 207 more faculty from UPEL with similar results (teaching: r=.76; research: r=.68; and service: r=.83). A copy of the instrument evaluation form and English and Spanish versions of the survey form are appended. (17 references) (JB)

ED 333 817 HE 024 665

Williams, Gareth
Changing Patterns of Finance in Higher Education. Country Study: England.
Organisation for Economic Cooperation and Development, Paris (France).
PUB DATE - Jan 89
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Budgeting; Demography; Educational Economics; Educational Equity (Finance); *Educational Finance; *Financial Policy; *Financial Support; Foreign Countries; *Government Role;

DESCRIPTORS - *Administrator Attitudes; Administrators; *College Environment; Extracurricular Activities; Higher Education; *Institutional Role; Meetings; *Organizational Effectiveness; Role Perception; Social Organizations; *Student College Relationship; *Student Unions

This report presents the viewpoints and arguments made during a meeting of higher education administrators who were assembled to discuss how college unions and student activities contribute to a sense of community on campus. The report compares how the union and activities profession views itself with how others perceive it, as well as relating the basic tenets of "The Role of the College Union" to the six principles of community as outlined in the Carnegie Foundation's "Campus Life: In Search of Community." Participants were the following: Winston Shindell, Association of College Unions--International (ACU-I) president; Richard Blackburn, ACU-I executive director; William Brattain, assistant vice-president for student services at Western Illinois University; Frank Cianciola, director of the Michigan Union at the University of Michigan; Ted Crabb, director of the Wisconsin Union at the University of Wisconsin, Madison; Martha Dawson, vice president of academic affairs at Hampton University; Larry Huffman, president of Kankakee Community College; William Johnston, director of Southern Methodist University's Hughes-Trigg Student Center; Bruce Kaiser, director of Northwestern University's Norris University Center; Norman F. Moore, vice chancellor for student services at Louisiana State University; and Elizabeth Nuss, executive director of the National Association of Student Personnel Administrators. (GLR)

ED 333 836 HE 024 695

Think Tank Report. Communicating How Unions Contribute to Community.
Association of College Unions-International, Bloomington, IN.
PUB DATE - Mar 91
NOTE - 14p.; For a related document, see HE 024 694.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Journal Articles (080)
DESCRIPTORS - *Administrator Attitudes; Administrators; *College Environment; Extracurricular Activities; Higher Education; Institutional Advancement; *Institutional Role; Meetings; Nonprofit Organizations; *Organizational Effectiveness; Social Organizations; *Student College Relationship; *Student Unions

This report presents viewpoints and arguments made during a meeting of higher education administrators who were assembled to discuss ways that Associations of College Unions-International (ACU-I) and its members can communicate the union's mission as campus community builder. The overall focus of the meeting comes from the Carnegie Foundation's "Campus Life: In Search of Community" which presents college unions and activities as with a unique opportunity to strengthen their position as the community center and unifying force on campus. Participants were the following: Winston Shindell, Association of College Unions-International (ACU-I) president; Richard Blackburn, ACU-I executive director; William Brattain, assistant vice-president for student services at Western Illinois University; Frank Cianciola, director of the Michigan Union at the University of Michigan; Ted Crabb, director of the Wisconsin Union at the University of Wisconsin, Madison; Martha Dawson, vice president of academic affairs at Hampton University; Larry Huffman, president of Kankakee Community College; William Johnston, director of Southern Methodist University's Hughes-Trigg Student Center; Bruce Kaiser, director of Northwestern University's Norris University Center; Norman F. Moore, vice chancellor for student services at Louisiana State characteristics of the desired students. (Included are 9 references.) (Author/JB)

ED 333 855 HE 024 744

Paulsen, Michael B.
College Choice: Understanding Student Enrollment Behavior. ASHE-ERIC Higher Education Report No. 6.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 121p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - College Bound Students; *College Choice; Colleges; Decision Making; Declining Enrollment; *Enrollment; *Enrollment Influences; Enrollment Trends; Higher Education; Institutional Characteristics; Nontraditional Students; Research Needs; *Student Behavior; Student Characteristics; Student Needs; Student Recruitment; Universities

This report discusses enrollment planning by colleges and universities as it concerns the understanding of why students choose to attend one particular college over another. First, the past responses of colleges to enrollment-threatening changes are presented. Next, an explanation is given of why knowledge of student college choice behavior is important for enrollment planning, student marketing, and recruitment. Then, the conceptual foundations for the study of college choice behavior (psychology, sociology, economics) are discussed, followed by an explanation of why it is important to understand what determines enrollment fluctuations, such as an increasing job market or economic recession. Micro-level studies of college choice behavior, which are used to estimate the effects of institutional and student characteristics on the probability that a particular individual will choose a particular college, are examined. Finally, information related to the following questions is presented and discussed: (1) "what factors are important to students of nontraditional age in making college decisions?" (2) "what are the phases of the college choice process?" (3) "what factors are important in creating a desire to attend college?" (4) "why is the college search and application phase so important?" and (5) "how can an institution more effectively manage enrollment in the selection and attendance phase?" Contains an index and 227 references. (GLR)

ED 333 856 HE 024 745

Astone, Barbara; Nunez-Wormack, Elsa
Pursuing Diversity: Recruiting College Minority Students. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jul 91
NOTE - 3p.; For full report, see HE 024 746.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

Construction Act; White House Conference Library Info Services

This report summarizes the proceedings of a meeting which was convened to build a network of contact people to discuss current models of library-based literacy programs, and to focus on resolutions to be taken back to the states for the upcoming White House Conference in 1991. The almost 100 participants in the forum included state library staff members, adult education providers, state librarians, members of the U.S. Department of Education, and professionals from both the public and the academic library communities. This report begins by discussing the planning of the forum, the growing federal priority for literacy, and legislation recently passed by the U.S. Congress. Forum activities are then summarized, including issues identified through a survey of state library personnel prior to the conference which served as the basis for workshops; the opportunity to learn more about federal legislation provided by Congressman Donald Payne and Senator Paul Simon; a keynote address by Gary Strong, State Librarian of California; sessions with Title VI Program officers Barbara Humes and Carol Cameron; controversy raised by statements made by Joan Seamon, recently appointed Director of the U.S. Department of Education's Division of Adult Literacy, which relegated the library to the role of a support agency rather than an educational agency in itself; and a lively, interactive discussion of some of the important concerns raised during the forum which was facilitated by Debra Wilcox Johnson from the University of Wisconsin. Four recommendations deemed to be the most important by forum participants are then presented, and a summing up of continuing concerns for the library community concludes the report. (BBM)

ED 333 875 IR 053 613

Henkel, Jane R.
Government Records: Federal Laws Relating to Freedom of Information, Privacy and Computer Matching. Information Memorandum 90-21.
Wisconsin State Legislative Council, Madison.
PUB DATE - 90
NOTE - 28p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Access to Information; Data Processing; *Federal Legislation; *Freedom of Information; *Information Technology; *Laws; *Privacy; Public Agencies
IDENTIFIERS - *Computer Matching and Privacy Protection Act 1988; Freedom of Information Act; Privacy Act 1974

This information memorandum describes three federal laws which govern public access to federal records and the treatment of personally identifiable information by federal agencies or under federal programs. It is noted that these laws generally apply only to federal agencies in the executive branch of government. The first of four major sections of the memorandum provides background information on the purposes of, or concerns which led to the enactment of the three laws, and a brief summary of each law. Focusing on the Freedom of Information Act, the second section covers publication of information about policies and procedures, public inspection and copying of specified records, public inspection of all other records, exceptions, protection of privacy, indexes, fees, remedies, and reports to Congress. The third section describes the Privacy Act of 1974, including: records covered; exceptions; notice and opportunity to comment; record collection; instruction of personnel and other safeguards; record maintenance; disclosure; disclosure log; individual access professional networking. It was initiated three years ago as a result of a proposal submitted by REFORMA, the National Association to Promote Library Services to the Spanish Speaking. Approximately 18 mentor/mentee relationships have been formally established since the beginning of the program, and mentees who have graduated from the program have in turn become mentors themselves. Designed to serve as a training guide for participants in the program and as a model for the development of similar programs, this manual: (1) provides background on the school and the program; (2) outlines the roles and responsibilities of both mentors and mentees; (3) offers guidelines for coordinating a mentor program; and (4) presents the program's activities since its inception. Three appendices contain application forms and questionnaires for both mentors and mentees; public relations releases about the program; and bibliographic information for 11 articles about the program. A list of 20 cited references and an 84-item bibliography are included. (Author/BBM)

ED 333 892 IR 053 651

Compton, Lawrence E.
A Study of the Use of CD-ROM Computer Systems and Print Indexes at the University of Georgia Main Library.
PUB DATE - 25 Mar 91
NOTE - 68p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *College Libraries; Comparative Analysis; *Databases; Higher Education; *Indexes; Library Research; Online Catalogs; Online Searching; *Optical Data Disks; Questionnaires; *Users (Information); *Use Studies
IDENTIFIERS - Printed Materials; *University of Georgia

This study investigated the use patterns of four CD-ROM systems--Newsbank Electronic Index, SilverPlatter's ERIC and PsycLIT, and Dissertation Abstracts Ondisc--and their print index counterparts in the University of Georgia (UGA) Main Library, which houses collections and provides library services for the humanities, the social sciences, and business. Questionnaires were developed for users of each of the CD-ROM and print indexes, and users were solicited at the point-of-use at randomly selected times over a 6-month period. Of the 200 questionnaires distributed, 169 (92.9%) were usable for the research sample. Of these, 157 were students and 12 were faculty or staff. The results of the survey suggest that there are users searching CD-ROM systems who have not previously used their print counterparts; one third were not aware of their existence. In addition, fewer than 20% of the CD-ROM users had ever used the end-user online search service or had a search performed by a librarian. CD-ROM users search these sources more often than the print users search the print indexes. Term papers and class assignments were the most common purposes for both groups. CD-ROM users search the print index less often than print users search the CD-ROMs. Most CD-ROM users reported that they preferred searching the CD-ROM systems because it is faster than using print indexes. Ease of use, inclusion of many years, and the ability to print results online were also given as reasons for using CD-ROM. The most cited reason for using print was that the CD-ROM was in use. Most of the users were graduate students and older and more likely to be female than the general UGA student population. Most users knew that both formats may yield citations to sources not held by the UGA libraries. Most users felt they were usually successful with their searches, and the great majority rated the guides, user's manuals, inter-group dynamics for faculty and staff; implement a pre-freshman basic skills program; develop a mentoring program for Black students; and create a special seminar to assist women and minority faculty in completing their doctoral dissertations. Outcomes of the initiatives included the following: (1) five faculty completed doctoral dissertations; (2) student retention increased by 6% since the implementation of a pre-freshman basic skills course; (3) 223 faculty, staff, and students participated in multi-cultural awareness workshops; and (4) of 11 new faculty hires in 1990, 8 were minorities and 7 were women. A copy of the presidents' diversity statement is attached. (PAA)

ED 333 911 JC 910 284

Quinley, John W.; And Others
Institutional Effectiveness Plan: Assessing Effectiveness To Improve Service and Increase Accountability.
Central Piedmont Community Coll., Charlotte, N.C.
PUB DATE - 90
NOTE - 117p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - General (020)
DESCRIPTORS - *College Outcomes Assessment; *College Planning; Community Colleges; *Institutional Mission; Institutional Research; *Mission Statements; *Organizational Effectiveness; Program Descriptions; *Program Evaluation; *Self Evaluation (Groups); Two Year Colleges; Two Year College Students
IDENTIFIERS - Central Piedmont Community College NC

This institutional effectiveness plan for Central Piedmont Community College (CPCC) is designed to serve as the blueprint by which assessment activities are undertaken and results disseminated throughout the college. First, Chapter One provides an overview of CPCC's self-study planning process, indicating that a 33-member task force comprised of faculty and staff was established to document educational and administrative outcomes. Chapter 2 presents the text of CPCC's revised mission statement. Next, chapters 3 through 11 examine the college's functional mission areas, including: (1) career education; (2) college transfer education; (3) basic skills education; (4) continuing education; (5) community service; (6) student development; (7) instructional support in terms of instructional development and innovation; (8) instructional support provided by the learning resources center; and (9) administrative support. Each of these chapters contains a restatement of the relevant section of the college mission statement; a vision for the future direction of the mission area; a description of the principal client groups served; a list of core assessment questions; a description of programs and departments; and a listing of assessment activities and indicators. The activities and indicators section is further divided into institutional/departmental records and studies to be conducted. Finally, chapter 12 explores institutional values. Appendixes provide flow charts of CPCC's administrative structure; a review of state and regional assessment requirements; a detailed description of CPCC's varied client groups; and a brief description of different assessment studies and reports undertaken at the college. (PAA)

ED 333 912 JC 910 285

Shaw, Ruth
Planning for Results: Institutional Planning and Budgeting Guide.
Central Piedmont Community Coll., Charlotte, N.C.

Recently, SJC was selected as a Beacon College in an intercollegiate alliance of the American Association of Community and Junior Colleges. In order to improve local health care services and education, SJC has fostered a close partnership with the Regional Medical Center and other local health care providers. The college also participates in the Fine Arts Committee, a partnership linking local artists, musicians, and patrons of the arts. Recreational partnerships include a collaboration with the city to develop an 18-hole golf course. Finally, SJC has acted as the catalyst in the development of a county-wide leadership training program. Through these diverse partnerships, SJC has been able to respond to community needs and gain broad community support. (JMC)

ED 333 929 JC 910 321

Eisenberg, Diane U.; And Others
Advancing Humanities Studies at Community, Technical, and Junior Colleges.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY - National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE - 91
NOTE - 121p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Community Colleges; Conferences; Demonstration Programs; *Humanities; *Humanities Instruction; Instructional Improvement; Intercollegiate Cooperation; Interprofessional Relationship; *Mentors; Networks; Program Descriptions; *Program Development; *Program Improvement; Two Year Colleges

The American Association of Community and Junior Colleges' (AACJC's) two-year Advancing the Humanities Project (AHP) has assisted selected community colleges in promoting the humanities on their campuses. Parts I and II of this report on the AHP present statements by Dale Parnell and Judith Jeffrey Howard about the AACJC's humanities initiatives and the importance of humanities study for two-year college students. Part III offers an overview of the activities, accomplishments, and plans of the AHP, focusing on the two National Humanities Conferences and the participating colleges' efforts to implement humanities action plans over the next 8 months. Part IV contains case studies of eight exemplary humanities projects: (1) "Integrating Humanities into Career Education" at Kirkwood Community College (Iowa); (2) "A Time to Think about Shakespeare" at Nassau Community College (New York); (3) Prince George's Community College's (Maryland) summer seminar in Greek mythology for humanities faculty; (4) "Cultural Literacy Project" at the Community College of Philadelphia (Pennsylvania); (5) "Faculty Renewal and Development through Interdisciplinary Humanities Seminars" at Jefferson State Community College's (Alabama); (6) "Strengthening General Education through the Humanities" at Piedmont Virginia Community College (Virginia); (7) Richland College's (Texas) "College Classics Cluster Project"; and (8) "Fostering Coherence through the Humanities" at Utah Valley Community College. Parts V and VI provide brief progress reports from the 25 colleges participating in the 1990 AHP conference; and updates of the continuing efforts of the 24 institutions participating in 1989. Finally, part VII describes efforts being launched to develop regional humanities networks. A list of program participants and the AACJC Humanities Policy Statement are district-wide revenues from program fees has increased from $20,500,400 to $51,905,600; and (5) total systemwide staffing has increased from 6,549 employees in 1980-81 to 8,554 in 1989-90. (JMC)

ED 333 947 JC 910 341

1989-90 Graduate Follow-Up Report.
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE - Apr 91
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160), Numerical/Quantitative Data (110)
DESCRIPTORS - Adult Vocational Education; *College Graduates; Community Colleges; *Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Program Evaluation; Questionnaires; Salaries; State Surveys; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS - *Wisconsin

In 1991, a graduate follow-up survey was conducted to gather data regarding student perceptions and activities following graduation from the Wisconsin Vocational, Technical and Adult Education System (VTAE). The primary objectives of the survey were to identify current activities of VTAE graduates, to determine the extent to which these activities were related to the graduates' educational programs, to provide information to assist others in career decisions, and to provide data to facilitate program planning, evaluation, and development. A total of 14,265 graduates from the VTAE's 16 districts were surveyed. Usable surveys were returned by 12,404 graduates for an 87% response rate. Study findings included the following: (1) 60% of respondents were female, and 39% were between the ages of 20 and 24; (2) 97% of respondents were satisfied or very satisfied with their training; (3) 93% of respondents who were interested in employment were working, and, of these, 84% indicated that their jobs were related to the training they had received; (4) 90% of employed graduates were working in Wisconsin, with 81% of this group employed in the VTAE district where they received their training; (5) health programs had the highest number of graduates (n=3121) and was ranked second in terms of the percent with employment related to training (92%); (6) the median monthly salary for all 1989-90 VTAE graduates was $1,229. Detailed data tables and the survey instrument are included. (JMC)

ED 333 948 JC 910 343

Fillpot, James
Institutional Effectiveness: Examining Change among Specific Employee Groups.
PUB DATE - Apr 90
NOTE - 29p.; Paper presented at the Annual Research Conference of the California Association of Community Colleges (Asilomar, CA, April 18-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Attitude Change; Attitude Measures; *Change Agents; College Faculty; Community Colleges; Comparative Analysis;

Project No. 8 of the Council of Europe's Council for Cultural Cooperation in an effort to determine priorities for making improvements in Greek primary education. Other objectives were to familiarize educators and administrators with new primary school curricula and the project's findings regarding methods and means. About 300 pedagogical advisers, administrative officials, and teachers from various regions in Greece attended. This report provides the texts of presentations and reports on group discussions. Lectures concerned the chief messages of Project No. 8 concerning innovation in primary education, school improvement from within, the role of head teachers in innovation in primary schools, and innovation in Bulgarian primary schools. Reports on group discussions concerned innovation and school improvement and the role of the head teacher in innovation. Addresses on new primary school programs dealt with the institution and implementation of new curricula, foreign language teaching, physical education, remedial teaching, and new curricula for music teaching. Final remarks of the General Rapporteur and appended materials consisting of the seminar agenda, questions for discussion, and a participants list, conclude the report. (RH)

ED 333 965 PS 019 431

Almeida, David M.; Galambos, Nancy L.
Fathers' Participation in Family Work: Consequences for Fathers' Stress and Father-Child Relations.
PUB DATE - Nov 90
NOTE - 14p.; Paper presented at the Meeting of the National Council on Family Relations (Seattle, WA, November 9-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Child Rearing; Emotional Experience; *Fathers; Foreign Countries; *Homemakers; Longitudinal Studies; *Parent Child Relationship; *Parent Participation; Preadolescents; *Stress Variables
IDENTIFIERS - *Housework

Potential costs and benefits associated with fathers' participation in household chores and child care, here called "family work," were explored in this study. More specifically, the extent to which fathers' participation in family work was related to fathers' experience of stress and father-child reations were examined. The study involved 91 father-adolescent dyads who completed questionnaires on two occasions, 6 months apart. Fathers completed measures concerning their: (1) participation in household chores and child care; (2) feelings of stress; and (3) acceptance of their seventh graders and the frequency and intensity of conflict with them. Adolescents reported on paternal acceptance and the frequency and intensity of conflict with their fathers. Findings suggested that frequent performance of household tasks may be a salient concomitant of stress for fathers in two-earner families. High father involvement in child care was associated with higher acceptance of their seventh graders, supporting the claim that father participation in child care tasks presages warmer father-adolescent relations. Some evidence, however, suggested that fathers who frequently participated in child care had more frequent conflict with their adolescents. Implications of the findings are discussed. (RH)

ED 333 966 PS 019 458

Roettger, Doris, Ed.; Szymczuk, Michael, Ed.
Guide for Developing Student Portfolios. Draft Version.

DESCRIPTORS - Adults; Cartography; Children; *Cognitive Ability; Creativity; *Error Patterns; Geography; *Individual Development; *Map Skills; Symbolism
IDENTIFIERS - *Representational Competence; Representational Thinking

A geographer and a developmental psychologist collaborated on an investigation of the development of children's ability to comprehend, produce, and use graphic representations of space. Such representations are called "geo-graphics" in this paper. The researchers held that children's mastery of maps is dependent on their developing understanding of symbols in general, of logical reasoning, and of integrated spatial conceptual systems. Evidence for children's misunderstanding of both the duality and arbitrariness of symbols was derived from responses showing children's failure to separate graphic characteristics of the symbol from physical characteristics of the referent. This could be seen first in children's overextension of iconic qualities, and second, in their oversubscription to graphic conventions. Many situations were observed in which the child identified some characteristic of the symbol, and then inappropriately inferred from that characteristic that the referent must be characterized in the same way. Evidence indicated that children appeared to adhere rigidly to certain graphic rules that may come from other graphic forms than maps. There were many indications of children's confusion in understanding the scale and viewing angle of maps. There was informal evidence that adults, too, may overextend qualities of the representation to the referent. (RH)

ED 333 986 PS 019 636

Child Care in New Jersey '91: The 1990 Annual Report to the Legislature.
New Jersey State Child Care Advisory Council, Trenton.
PUB DATE - Apr 91
NOTE - 50p.; For 1988 and 1989 reports, see ED 317 303-304.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Compensation (Remuneration); *Day Care; Elementary Education; *Information Services; Preschool Education; Program Descriptions; *Program Development; Program Improvement; *Referral; Salaries; *Standards; *State Legislation; State of the Art Reviews
IDENTIFIERS - *New Jersey

The purpose of this report is to update New Jersey's 1988 Comprehensive Child Care Plan (Child Care: Today's Challenge for Tomorrow), by informing the New Jersey legislature, governor, and citizenry about the status of child care in the state, the 1990 activities of the New Jersey Child Care Advisory Council, and updated recommendations and priorities. Introductory materials concern the council's membership, structure, and liaisons with government departments. Subsequent text describes initiatives and ongoing projects, advocacy and public awareness activities, legislation, and unresolved and emerging issues. A brief overview of child care in the state from 1988 to 1990 focuses on administrative policies and programs, legislative activities, professional initiatives, and major media events. The council's revised child care priorities are reported. Recommendations involve government and private sector activities and initiatives. The recommendations concern the areas of availability, affordability, accessibility, and quality of care; child care regulation; subsidies for the child care system; the profession of child care; parental roles and responsibilities; and ways to meet

Peskin, Joan
First Order Beliefs and Higher Order Intentions: Wanting To and Wanting That.
PUB DATE - Apr 91
NOTE - 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Beliefs; *Cognitive Ability; *Comprehension; Foreign Countries; *Intention; *Preschool Children; Preschool Education
IDENTIFIERS - *Canada; *Representational Thinking

Children's understanding of a first order false belief was compared with their understanding of a third order embedding of mental states, defined as "an intention about a false belief about an intention." Subjects were 72 Canadian middle-class children who were 3, 4, or 5 years of age. Materials were playfigures of a mother, little boy, girl, friend, and a toy playhouse. Each subject was presented with four scenarios involving the playfigures in the playhouse. Two scenarios assessed understanding of a higher order belief and two assessed understanding of a first order belief. Findings indicated that tasks that involved a third order embedding of mental states were no more difficult for preschoolers to understand than were tasks involving the false belief alone. Findings also supported the notion that intentions and beliefs do not pose the same representational problems. While a false belief must be construed as a representation, an intention may be interpreted simply as a link between a person and an object. It is concluded that an analysis in terms of the number of levels of mental states seems to be simplistic. (RH)

ED 334 007 PS 019 691

Blum, Mary Hennessy; McCartney, Kathleen
Sex Differences in the Relation between Patterns of Friendship and Adjustment.
PUB DATE - 19 Apr 91
NOTE - 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Elementary School Students; *Friendship; Grade 2; Grade 3; Primary Education; *Sex Differences; *Student Adjustment
IDENTIFIERS - *Sociometric Status

This study assessed the association between two types of peer relations: sociometric status and dyadic friendship. A sample of 139 second- and third-graders completed a sociometric interview and the Friendship Relations Questionnaire. A subsample of 44 mutual friendship pairs were observed in free play. Friendship patterns were scored with the Dyadic Relationship Q-Set. A total of 124 parents completed measures of child adjustment and personality, including the Child Behavior Checklist and the Childhood Personality Scale. Findings indicated that not only sociometric status, but also self-ratings and observer ratings of dyadic friendship, were associated with adjustment among boys. Neither sociometric status, nor most of the measures of dyadic friendship, were associated with adjustment for girls. It is concluded that sociometric status and dyadic friendship are year 1990. (BC)

ED 334 028 PS 019 845

Coleman, James S.
Parental Involvement in Education. Policy Perspectives Series.
Office of Educational Research and Improvement (ED), Washington, DC.
Programs for the Improvement of Practice.
PUB DATE - Jun 91
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Child Rearing; Community Characteristics; Elementary Secondary Education; Employed Women; Family Environment; *Family Role; *Family School Relationship; *Parent Participation; Parent Rights; *Parents; Rural to Urban Migration; School Community Relationship; *School Policy; *School Role; Social Change
IDENTIFIERS - In Loco Parentis; Parent Community Relationship; *Social Capital

This policy paper addresses policymakers' concerns about parents' dwindling role in their children's lives and the resulting burden that has been placed on schools. A historical perspective of the roles of families and schools is provided. First, the man's employment in a job outside the home as households left the farm, and then the mother's entry into the labor force, have expanded the task of the school beyond that of bringing about growth in cognitive skills to that of complementing the family in child rearing. The concept of social capital, which consists of the social relations that exist in the family or community, is discussed. A new role for schools is suggested. This role involves rebuilding the social capital in the community. With the decline of parental authority and community consensus, the school's capacity to exercise the authority necessary to accomplish its task has been reduced. Rebuilding parental consensus through recreating social capital addresses this problem. Suggestions for rebuilding social capital in the community and the family are given. Parents' assertion of their rights to be involved in the education of their children is encouraged. A list of resources for schools and parents, and a bibliography of 20 items, are included. (BC)

ED 334 029 RC 017 736

Warner, Linda Sue; Seaberg, John J., Jr.
Stereotyping and Job Satisfaction among American Indian Female Supervisors.
PUB DATE - Apr 90
NOTE - 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *American Indians; Correlation; *Employed Women; *Ethnic Stereotypes; *Job Satisfaction; Mail Surveys; *Sex Stereotypes; *Supervisors

The American Indian has been a common American motif, not recognized as part of the American present. As the modern American Indian woman moves into the White world of work, she often experiences a "double bind" as the object of both ethnic and sex role

NOTE - 123p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Alaska Natives; *American Indians; *At Risk Persons; Community Programs; Cultural Influences; Demonstration Programs; Federal Programs; Health Promotion; Intervention; *Prevention; Program Descriptions; *Substance Abuse; *Youth Programs

This technical report examines the literature on substance abuse prevention programs among American Indian and Alaska Native populations, particularly high-risk youth, and reports on aspects of demonstration projects. The literature was reviewed for specific mention of attempted intervention activities focusing on alcohol and drug abuse prevention or related risk factors. Sixty strategies were identified and are described within the categories of: (1) historically significant programs; (2) programs targeting pregnancy and early child care; (3) programs targeting youth in foster care; (4) programs targeting Indian boarding school and public school populations; (5) community-based programs for youth; (6) residential programs for youth; (7) cultural enhancement for youth in the community; (8) programs within behavioral health clinics; and (9) intervention program planning. Most programs were promotional and primary in nature; educational and training activities predominated. Synopses of 16 Office for Substance Abuse Prevention grantee projects are presented, focusing on primary, secondary, and tertiary prevention strategies. Managers of these demonstration projects were surveyed by telephone about program philosophy and beliefs, project characteristics, specific strategies, organizational structure and management, and evaluation. With the exception of rigorous evaluation, the projects showed moderate to strong adherence to factors associated with the success of prevention programs in general. This report contains 92 references, the survey instrument, and tables summarizing prevention activities. (SV)

ED 334 048 RC 018 252

Operation of the Educational Laboratory for the Appalachian Region, 1986-90. AEL Final Report.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 30 Nov 90
NOTE - 192p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Educational Change; Elementary Secondary Education; Higher Education; Information Services; Inservice Teacher Education; *Organizational Effectiveness; Organizational Objectives; Program Evaluation; Publications; *Regional Laboratories; *Research and Development; *Research Utilization; Rural Schools; School Policy; Small Schools; *Technical Assistance
IDENTIFIERS - *Appalachia Educational Laboratory WV

This document provides an overview of the Regional Educational Laboratory operated by the Appalachia Educational Laboratory (AEL) during 1986-1990. AEL staff works with educators in ongoing research and development-based efforts to improve education and educational opportunity in Kentucky, Tennessee, Virginia, and West Virginia. Part I of the report provides a systematic summary of the Regional Lab's intended and actual outcomes at two different

PUB DATE - 90
NOTE - 111p.; For related documents, see SE 052 115-120.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Animals; Ecology; *Elementary School Science; *Endangered Species; Environmental Education; Geography; *Global Approach; *Interdisciplinary Approach; Intermediate Grades; Language Arts; *Learning Activities; Plants (Botany); Problem Solving; Science Education; Secondary Education; *Secondary School Science; Social Studies; Teaching Guides

Both humanity and nature have suffered greatly from human insensitivity. Not only are the natural resources of the earth being depleted and its air, land and water polluted, the financial resources of humanity are being wasted on destructive expenditures. The "Our Only Earth" series is an integrated science, language arts, and social studies problem solving program for grades 4-12 that addresses six different global issues. The units are designed to provide students with knowledge and skills to address these major global issues actively. The unit presented in this document addresses the problems associated with the global effects of endangered species and their chances for survival. The document includes information to assist teachers in organizing and directing students in their activities. This teacher's guide includes a unit overview, instructions on how to collect information through letter writing (including addresses for appropriate organizations), four classroom activities, a set of fact cards, instructions for a scavenger hunt, instructions for a geography activity, instructions for research and independent study, and materials for a youth summit on endangered species. Additional materials included in this packet are a discussion and chart of instructional techniques and thinking skills used in the unit, a glossary of terms and a bibliography of 39 books, articles, other resources, and games on endangered species. (CW)

ED 334 067 SE 052 119

MacRae-Campbell, Linda; And Others
The Ocean Crisis. Our Only Earth Series. A Curriculum for Global Problem Solving.
PUB DATE - 90
NOTE - 113p.; For related documents, see SE 052 115-120.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Animals; Ecology; *Elementary School Science; Environmental Education; Geography; *Global Approach; *Interdisciplinary Approach; Intermediate Grades; Language Arts; *Learning Activities; *Marine Education; Plants (Botany); Problem Solving; Science Education; Secondary Education; *Secondary School Science; Social Studies; Teaching Guides; Water; Water Pollution

Both humanity and nature have suffered greatly from human insensitivity. Not only are the natural resources of the earth being depleted and its air, land and water polluted, the financial resources of humanity are being wasted on destructive expenditures. The "Our Only Earth" series is an integrated science, language arts, and social studies problem solving program for grades 4-12 that addresses six different global issues. The units are designed to provide students with knowledge and skills to address these major global issues actively. The unit presented

(Mathematics)

Forces created by the proliferation of computer hardware and software, by innovative methods of mathematical modelling and applications, by broader demographic considerations, and by schools themselves are profoundly changing the way mathematics is practiced, the way mathematics is taught, and the way mathematics is learned. In this volume, a vision of the richness of mathematics is expressed and illustrated as five different possible strands of school mathematics through the expansion on the theme of mathematics as the language and science of patterns with emphases on interconnections and communalities. Included are: (1) an introduction to the five sample strands with examples of the continuity underlying the fundamentals of mathematics, of the mathematical connections that both unite and repeat, and of the mathematical perspective necessary to view both the variety and the regularity of patterns; (2) the Dimension strand, which focuses on the development of relationships between the different dimensions with emphasis on three-dimensional topics; (3) the Quantity strand, which provides insights into the three basic tasks of measuring, ordering, and coding with attendant symbologies and procedures; (4) the Uncertainty strand, which develops ideas about the natural themes and strategies within the twin concepts of data and chance; (5) the Shape strand, which uses classification to discover similarities and differences among objects, analysis to discern the components of form, and representation to recognize and comprehend shapes within different contexts; and (6) the Change strand, which advocates imaginative and sensitive responses to the constantly emerging new types of patterns, including patterns of thinking about nature, as well as mathematics. (31 references) (JJK)

ED 334 085 SO 021 032

Helsper, Norma
International Studies at the State University of New York College at Cortland.
PUB DATE - 89
NOTE - 10p.; Paper presented at Conference on Languages and Communications for World Business and the Professions (Ann Arbor, MI, March 30-April 1, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Core Curriculum; Course Descriptions; *Curriculum Design; Degree Requirements; *Global Approach; Higher Education; Intellectual Disciplines; *Interdisciplinary Approach; International Education; *International Studies; Majors (Students); *Student Educational Objectives; Undergraduate Study; World History; World Problems
IDENTIFIERS - *State University of New York Coll at Cortland

An international studies major for undergraduate students at the State University of New York College at Cortland is described. The major is designed to provide students with knowledge and skills that enable them to understand and help change a world that is interdependent, and determined by long-range forces. It is hoped that the international studies program will prepare students to think critically, to work in a wide range of fields, and provide a sound foundation for pursuing work in graduate and professional programs with an international emphasis. Many of the students who are involved in the program are advanced students of foreign languages. The interdisciplinary nature of the international studies curriculum is discussed both in terms of the philosophical foundation the program and the specific requirements made of

Methods; *United States History

A case study of the methods of teaching U.S. history that have been developed by an exemplary fifth-grade teacher is presented. It includes description, rationale, and examples of the instructor's overall approach, along with detailed recording of everything done during a month-long unit on the English colonies. The teacher's approach is notable for its limits imposed on breadth of coverage in order to focus on connected main themes and related basic facts; its use of teacher story telling, rather than relying on the textbook, as the major source of information to students; its frequent integration of history content with language arts teaching; and its emphasis on significant writing assignments and cooperative learning activities (instead of more typical worksheets and tests). (Author/DB)

ED 334 112 SO 021 236

Parsons, Michael H.
Is a Civic Culture Possible in the 1990s? A Response to 'Law, Obedience, and Civil Disobedience."
PUB DATE - 11 Oct 90
NOTE - 9p.; Paper presented at "Challenges and Choices for the Law in the 21st Century," A Community Colloquium sponsored by the Maryland Humanities Council (Hagerstown, MD, October 11, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Citizen Participation; Citizenship Education; *Citizenship Responsibility; Current Events; Higher Education; Role of Education; Social Action; Social Change

In one county in Maryland, less than one-third of the eligible citizens chose to participate in primary elections held in 1990. The response mirrored the rest of the nation. The participation of U.S. citizens in the policital process depends on the development of a social environment that stresses the transformation of all political subjects into participating members. Ways in which this "civic culture" may be fostered are discussed, including the role of higher education institutions in this endeavor. (DB)

ED 334 113 SO 021 244

Anderson, Dorothea
An Analysis of Bloomington's African-American Community through Photographs.
PUB DATE - Mar 90
NOTE - 33p.; Paper presented at the Annual Meeting of the Indiana Association of Historians (West Lafayette, IN, March 10, 1990). Photographs may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Black Community; *Black History; Blacks; Community Study; Higher Education; *Local History; *Photographs; Primary Sources; Resource Materials; Secondary Education; Social History
IDENTIFIERS - *African Americans; *Indiana (Bloomington)

Reproductions of 19 photographs that document some of the families and history of the African-American community in Bloomington, Indiana, from about 1870 to 1920, are contained in this paper. The paper discusses the use of photographs in historical inquiry, and posits that the photographic image carries the power of witness to past peoples and events. Although these photographs are specific to a particular community and historical period, the manner in practices; family perceptions of the disabled member; and the perceptions of the disabled themselves. (Includes 95 references.) (DB)

ED 333 631 EC 300 384

Wright, Barbara; King, Martha P.
Americans with Developmental Disabilities: Policy Directions for the States.
National Conference of State Legislatures, Denver, CO.
PUB DATE - Feb 91
NOTE - 61p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Community Programs; *Developmental Disabilities; *Early Intervention; Education Work Relationship; Family Programs; *Financial Support; Mental Retardation; Needs Assessment; *Supported Employment; *Transitional Programs
IDENTIFIERS - National Conference of State Legislatures

This Task Force report offers recommendations to state legislatures in the following policy areas: early intervention, family support, transition services, community living, supported employment, and funding for persons with developmental disabilities. Stressed is a consumer orientation which focuses on individual and family strengths and needs. For each policy area the report provides background information including why legislators should be concerned, federal activities, and state activities as well as the specific Task Force recommendations for state actions. Major recommendations in each policy area include: establish a statewide collaborative system of intervention services; create and fund family support programs for families who provide care at home for their disabled children; designate a lead agency to coordinate activities needed for a transition program for young people with developmental disabilities; increase resources for typical community residences and support services tailored to individual needs; develop strong public-private partnerships to encourage the employment of people with developmental disabilities; and develop financial goals for community services and support systems for this population. Appendixes include a statement by the National Conference of State Legislatures; a table giving state fiscal efforts in this area; and a list of 19 organizational resources. Footnotes document the report's findings and a list of acronyms is provided. (DB)

ED 333 632 EC 300 385

Gettings, Robert M.
Utilizing Medicaid Dollars To Finance Services to Illinois Citizens with Developmental Disabilities. A Technical Assistance Report.
National Association of State Mental Retardation Program Directors, Alexandria, VA.
SPONS. AGENCY - Illinois Planning Council on Developmental Disabilities, Springfield.; Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.
PUB DATE - 7 Jan 91
NOTE - 44p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Administration; Compliance (Legal); Delivery Systems; *Developmental Disabilities; Federal Aid; *Financial Support; Needs Assessment; *Policy Formation; State Federal Aid; *State

medications); (5) "So You're Thinking about Getting Pregnant: Don't Drink or Take Drugs" (increasing evidence suggests drug and alcohol use by either parent prior to conception may have adverse effects); (6) "Prevention of Fetal Alcohol Syndrome and Fetal Alcohol and Other Drug Effects is the Goal: Education is the Answer." Also included are the text of the Surgeon General's Advisory on Alcohol and Pregnancy and a list of 12 resources. (DB)

ED 333 652 EC 300 408

Poppe, Roger L.; Gabaldon, Thomas
Meeting the Needs of Rural Gifted Students with Handicapping Conditions.
PUB DATE - 91
NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Ability Identification; Behavior Disorders; Communication Disorders; Curriculum Development; Elementary Education; *Gifted Disabled; Handicap Identification; Hispanic Americans; Intervention; Learning Disabilities; *Program Development; Program Implementation; *Rural Education; *Special Classes; Staff Development; Technology
IDENTIFIERS - *Los Lunas School District NM

This paper describes a rural Hispanic community's efforts to identify and develop a program for gifted students in grades 2-6 who are also mildly to moderately handicapped (learning disabled, behavior disordered, or communication disordered). The "Twice Exceptional" (2E) program, in Los Lunas, New Mexico, is a modified full-time separate classroom with seven goals: (1) student identification; (2) differentiated curricula; (3) full utilization of technology such as computers; (4) mentorship development; (5) family systems support; (6) staff training; and (7) dissemination. This report summarizes the program's philosophical considerations and history and then describes the selection process; transportation services; equipment acquisition; funding and cost considerations; announcement/notification procedures; support from parents, the community, and the school administration; and counseling concerns. Program successes with 11 enrollees are briefly reviewed. Future program plans and advantages and disadvantages of implementing such a program in a rural area are noted. Appended are a program summary, identification criteria, and an outline of curriculum components. Includes seven references. (DB)

ED 333 653 EC 300 409

Bullis, Michael; Gaylord-Ross, Robert
Moving On: Transitions for Youth with Behavioral Disorders. Working with Behavioral Disorders: CEC Mini-Library.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 64p.; For other documents in this set, see EC 300 410-417.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Behavior Disorders; Career Education; Demonstration Programs; Educational Practices; Educational Quality; *Education

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Community Zoning; *Compliance (Legal); Costs; *Disabilities; Economics; Federal Legislation; *Group Homes; Housing; Housing Needs; Place of Residence; State Legislation
IDENTIFIERS - Fair Housing Laws; *Illinois; State Regulation

The Illinois General Assembly enacted the Community Residence Location Planning Act (CRLPA) to provide assistance to the state's 110 home rule municipalities to help bring their zoning ordinances into compliance with 1988 amendments to the U.S. Fair Housing Act. This report presents the results of this effort and offers recommendations to the General Assembly regarding the type of legal zoning treatment for Illinois communities to adopt to regulate community residences for individuals with disabilities. The report discusses group homes and their impact on property values, property turnover, and neighborhood safety. It discusses federal and Illinois legislation relating to housing for individuals with disabilities and analyzes specific zoning restrictions on community residences to determine their level of compliance with the legislation. The report's findings note that, of the 110 home rule municipalities in Illinois, 99 submitted a plan to the Illinois Planning Council on Developmental Disabilities as required by the CRLPA. Of the 99 plans, 81 were considered to be adequate while the remaining 18 plans contained questionable provisions or substantial violations of fair housing requirements. Appendices contain a copy of the Community Residence Location Planning Act, a sample plan review form, citations of statewide zoning laws for group homes, a summary of a study on the impacts of group homes on property values and safety, and a 20-item bibliography. (JDD)

ED 333 673 EC 300 429

Parlow, S. E.
A Closer Look at Motor Overflow in Dyslexic Children.
PUB DATE - Feb 91
NOTE - 7p.; Paper presented at the International Neuropsychological Society Conference (San Antonio, TX, February 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Brain Hemisphere Functions; *Dyslexia; Elementary Education; Foreign Countries; *Learning Disabilities; *Motor Development; *Motor Reactions; Neurological Organization; Perceptual Motor Coordination; Reading Ability; *Reading Difficulties
IDENTIFIERS - *Mirror Movements

Unintentional movement "overflow" between the hands or "mirror movements" are common in young children, but are generally regarded as indicative of developmental delay in older children. This study was designed to investigate mirror movements in a sample of 23 very poor readers, ages 11-13, with learning disabilities, and in a control group of 48 normal readers, matched for age, sex, and handedness. Five rapid repetitive movements and eight slow finger-displacement movements were studied, and overflow to the opposite hand was quantified. A significant interaction of reading ability with type of movement was observed, with reading-impaired children making more mirror movements during slow finger displacements (but not during rapid repetitive movements) than normal readers. Reading-impaired children showed greater left-hand overflow and normal control children showed

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adolescents; Emotional Problems; *Gifted; High Schools; High School Students; Intervention; *Knowledge Level; *Peer Relationship; Prevention; Questionnaires; *Student Attitudes; *Suicide

This study examined the attitudes toward and knowledge about suicide of gifted and unselected high school students. A questionnaire was developed which included items about societal factors related to suicide, warning signs of suicide, general knowledge of and attitudes about suicide, personal knowledge about suicide, and the intervention strategy or action an adolescent might take if a friend confided a suicidal intent. In general, gifted students did not appear to have more knowledge about suicide and had similar attitudes to other students. Gifted students, however, were more likely to indicate that self would be the primary intervention person, whereas the unselected students ranked themselves as the fifth choice in providing intervention. The responses of the 12 students who had actually attempted suicide were not significantly different from those of their respective groups. Other findings included: more than 50% of both groups knew someone who had attempted suicide; more than 20% had seriously considered suicide themselves; major reasons suggested for attempted suicide were problems at home and drugs and alcohol; over 70% believed that depression, withdrawal, and giving away possessions were signs of pre-suicidal behavior; about 90% believed loneliness increases suicide risk; and no students indicated they would take no action if a friend confided suicidal intentions. (Includes eight references). (DB)

ED 333 693 EC 300 449

O'Neill, John; And Others
Handbook for Instructional Staff: A Curricular Approach To Support the Transition to Adulthood of Adolescents with Visual or Dual Sensory Impairments and Cognitive Disabilities.
City Univ. of New York, N.Y. Hunter Coll.; Jewish Guild for the Blind.
SPONS. AGENCY - New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 277p.; For related documents, see EC 300 450-453.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Behavior Problems; Curriculum Development; Daily Living Skills; *Education Work Relationship; Experiential Learning; Friendship; Group Instruction; *Mental Retardation; *Multiple Disabilities; Recreation; School Community Programs; Secondary Education; Sexuality; Teaching Methods; Transitional Programs; *Visual Impairments; Visually Handicapped Mobility; Vocational Education
IDENTIFIERS - *Community Based Education

This handbook is part of a packet intended to aid educators, families, and adult service providers to facilitate the transition from school to adult life in the community for students with both cognitive disabilities and visual or dual sensory impairments. Emphasis is on transition planning and community based instruction, including vocational experiences. An introductory section describes the curricular framework, the students to be discrepancy analysis and prioritization of areas for program development; (4) development of a plan for improving services based upon established priorities; (5) implementation of best practices; and (6) evaluation of the program's implementation of best practices and impact of services to young children and their families. Four major appendices include model site vignettes, an instrument for assessing early childhood special education exemplary practices, a list of early childhood special education exemplary practices, and a list of four self-evaluation references. (DB)

ED 333 712 FL 019 184

Rudnai, Mary; Ferenczy, Gyula
Giving a Prepared Talk as a Special Goal in Teaching Medical English.
PUB DATE - Aug 89
NOTE - 9p.; Paper presented at the Annual Meeting of the European Symposium on Languages for Specific Purposes (7th, Budapest, Hungary, August 21-26, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *English (Second Language); Foreign Countries; Higher Education; *Languages for Special Purposes; *Medical Education; *Medicine; Professional Education; Public Speaking; Role Playing; Second Language Instruction; Speech Communication
IDENTIFIERS - Hungary; *Semmelweiss Medical University (Hungary)

In English-as-a-Second-Language instruction at the Semmelweiss Medical University (Hungary), the giving of prepared talks is incorporated into instruction in three forms: (1) independently-composed problem-posing presentation of a written text; (2) prepared talk on a medical topic of general interest, selected by student or teacher; and (3) roundtable discussion on medical topics. The international character of medicine requires that future medical professionals be able to participate in medical discussions, arguments, and debates. This ability to express thoughts consists of the following skills: presenting and justifying thoughts; announcing the structure of thoughts in advance; supporting statements with data; giving and refuting possible counter-arguments; convincing listeners; admitting defeat; and completing thoughts. The student's prepared talk usually takes narrative form. Topics are related to actual issues of health and treatment. Ahead of time, students write down unknown words, guide words, key words, and words of Latin origin. The talk is given three times, then practiced in the form of a dialogue or discussion. Roundtable discussions use role-playing on topics reflecting social and human concerns in medical care. Format is determined by language functions, such as expression of agreement, disagreement, argument, suggestion, opinion, interruption, introducing a speaker, etc. (MSE)

ED 333 713 FL 019 196

Domke, Darla
Creative Activities for Teaching English as a Foreign Language. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 4p.
LANGUAGE - English

Missouri State University, includes traditional English-as-a-Second-Language courses with heavy emphasis on writing and reading skills, and courses in American culture, literature, history, and study skills, word processing, and listening and notetaking skills. Social and cultural activities are also integrated into the curriculum. The program schedule is from early June to late May, with flexible program length options. The report describes some of the academic preparation models currently used in other Missouri university intensive language programs, gives an overview of the program in question, explains procedures for student placement and scheduling, describes monitoring and record-keeping procedures, discusses communication between program faculty and university faculty teaching courses in which intensive English students are enrolled, and presents data on the feasibility of allowing intensive English students to enroll in regular credit-bearing university courses. (MSE)

ED 333 734 FL 019 224

Garcia, Paul A.; And Others
The ABC's of FLES: Administration, Basics Curriculum and Strategies.
PUB DATE - Mar 91
NOTE - 22p.; Paper presented at the Annual Meeting of the Central States Conference on Foreign Language Teaching (Indianapolis, IN, March 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Curriculum Design; *Educational Strategies; Elementary Education; *FLES; Language Teachers; *Program Administration; *Program Development; Second Language Instruction; *Second Language Programs; Teacher Education; Workshops

A discussion of FLES (foreign language in the elementary school, including introductory, exploratory, or immersion) looks at the challenges that need to be identified and met for successful planning and implementation. The role and importance of FLES in the 1990s is briefly reviewed, FLES program types are outlined, and FLES is examined in greater detail both from a broad, administrative point of view and a classroom-oriented perspective. The macro-perspective looks at considerations in program design, program administration and evaluation, community involvement, and educational and administrative policy. The micro-perspective addresses instructional issues affecting curriculum content and design, teaching methods and techniques, classroom environment and communication, and instructional materials. A suggested 15-item core bibliography for FLES and a list of 19 references are appended. (MSE)

ED 333 735 FL 019 230

Modern Foreign Language Curriculum Standards. Generic Standards, Level I-IV. Revised.
Delaware State Department of Public Instruction, Dover. Instructional Services Branch.
PUB DATE - Nov 90
NOTE - 66p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Behavioral Objectives; Communicative Competence (Languages); *Curriculum Design; Difficulty Level; Educational

(141)
DESCRIPTORS - *Data Interpretation; *Educational Research; Foreign Countries; Language Research; *Research Design; *Research Methodology; *Research Problems

Research results should not be taken at face value; some research is not well designed, and readers must be able to assess whether the research carried out actually supports the results or may be explained otherwise. Research reports are usually divided into introduction or literature review, methods, results, and discussion and conclusions. Basic components of a study include variables and constructs, dependent and independent variables, and hypotheses. The reader must determine whether the components are clear and relationships are identified. It is also necessary to understand the concepts of variance and control and their application to research design. Potential threats to the external validity of a study include the length of treatment and sample selection. Threats to internal validity may include the following: participant selection or grouping; participant mortality (withdrawal); effects that may occur simply in the passage of time; participant and researcher attitudes; validity (face, content, and construct) and reliability (stability and equivalence) of the measures used, and the effect of practice on results; and designs that lead to different treatment of groups or do not eliminate alternative explanations. It is also important to realize that not all threats to validity can be avoided, but can be acknowledged and controlled. (MSE)

ED 333 756 FL 019 267

Hoadley, Jack
Towards Independent Learning.
PUB DATE - Mar 91
NOTE - 26p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (25th, New York, NY, March 24-28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adult Education; Cognitive Style; English (Second Language); Foreign Countries; *Independent Study; Instructional Materials; *Learning Centers (Classroom); Learning Strategies; Migrant Education; *Models; Second Language Programs; Teacher Role
IDENTIFIERS - *Australia

Based on insights gained from an Australian program of adult migrant English language education, it is argued that independent learning centers (ILCs) can be effective in assisting adult learners to develop both independent learning skills and language skills. The principles of independent learning and contemporary understanding about learning styles and strategies as a conceptual foundation for ILC establishment are reviewed. Recent research on adult learning, autonomous learning, self-directed learning, and self-instruction is surveyed. Six program models are outlined, including the study, withdrawal, programmed learning, drop-in, self-directed learning, and learning resource centers. The models are contrasted, using examples of ILCs operating in Australia in 1989 and the findings are summarized. Consideration of the ways of supporting the learner in self-instruction then leads to a specification of the role and function of ILCs for adults. A discussion of practical implications for ILC operation addresses issues of staffing and provision of appropriate materials. Directions for the future are examined. (Author/MSE)

ED 333 757 FL 800 231

Spangler, Mary S.; And Others
Caught in 'Upward Drift": An Assessment of Comprehensive Universities and Colleges.
PUB DATE - 11 Mar 91
NOTE - 47p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - Accountability; *Classification; *Comprehensive Programs; Financial Support; *Higher Education; Institutional Autonomy; Institutional Mission; Private Schools; Professional Education; Public Schools; Teacher Education
IDENTIFIERS - Carnegie Foundation for Advancement of Teaching; *College Characteristics Analysis; *Comprehensive Universities

This paper reviews the definition and historical development of the Carnegie classification for Comprehensive Universities and Colleges I and II by referring to specific examples in each category. It then identifies several significant characteristics of these institutions, noting their historic underpinnings as teachers colleges. The paper next addresses several major issues currently confronting comprehensive institutions, including their upward drift and the desire of some of these institutions to award doctorates. It concludes with four recommendations to comprehensive institutions regarding mission, finances, accountability, and teaching. Contains 97 references. (Author)

ED 333 778 HE 024 603

Condition of America's Schools and Colleges. Hearing Examining Whether the Nation Is Meeting Its Education Goals and To Review Proposals To Reauthorize the Higher Education Act, Focusing on Problems and Reforms in Elementary and Secondary Education, Strengths and Weaknesses of Higher Education, and Access to Student Federal Aid Programs, before the Committee on Labor and Human Resources, United States Senate, One Hundred Second Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
PUB DATE - 9 Jan 91
NOTE - 101p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Colleges; *Educational Assessment; *Educational Change; *Educational Planning; Educational Policy; *Educational Quality; Elementary Secondary Education; Hearings; Higher Education; *Needs Assessment; School Effectiveness
IDENTIFIERS - Congress 102nd; Higher Education Act 1980; Reauthorization Legislation

This report provides a transcription of the speeches and written statements presented at a Senate hearing concerning the state of crisis within American education. The hearing examines whether the nation is meeting its education goals and reviews proposals to reauthorize the Higher Education Act. It focuses on problems and reforms in elementary and secondary education, the strengths and weaknesses of higher education, and student access to federal aid programs. Testimony is provided by the following individuals: Hameen Diggins, an 8th grader at Shoemaker Middle School, Philadelphia, Pennsylvania; Anikee Ajagunna, Senior, Rutgers University, New Brunswick, New Jersey; Claiborne Pell, U.S. Senator from the State of Rhode Island; Roy Romer, Governor of the State of Colorado; Constance Clayton, Superintendent, Philadelphia Public Schools, Philadelphia, Pennsylvania; Floretta McKenzie, President, the McKenzie Group, District of Columbia; Michael

resolution of disagreements. (JB)

ED 333 797 HE 024 642

Agreement between Temple University of the Commonwealth System of Higher Education and the American Association of University Professors/American Federation of Teachers AFL-CIO, Local 4531, Temple Chapter. July 1, 1988-June 30, 1990.
American Association of Univ. Professors, Washington, D.C.; American Federation of Teachers, Washington, D.C.; Temple Univ., Philadelphia, Pa.
PUB DATE - 1 Jul 88
NOTE - 68p.; Document contains small type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Access to Information; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; Early Retirement; *Employment Practices; Equal Opportunities (Jobs); Faculty Evaluation; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; Library Personnel; Personnel Policy; Professional Development; Records (Forms); Sabbatical Leaves; *State Universities; Teacher Dismissal; Teacher Employment Benefits; Teacher Placement; Teacher Promotion; Teacher Salaries; Teacher Strikes; Tenure; Unions
IDENTIFIERS - *AAUP Contracts; American Association of University Professors; American Federation of Teachers; *Temple University PA

This document presents the agreement between Temple University and the Temple Chapter of the American Association of University Professors/American Federation of Teachers (AAUP/AFT) for the period July 1, 1988 through June 30, 1990. The text of the agreement covers the following 28 articles: recognition; definitions; no discrimination; affirmative action; rights of Temple; rights of AAUP/AFT; deduction of dues; grievance procedure; arbitration procedure; no strike/no lockout; promotion of faculty; tenure procedures; termination of service of faculty and discipline of faculty for just cause; department chairpersons; appointment, promotion, and termination of service of librarians; appointment, promotion and termination of service of academic professionals; work load; salaries (continuing faculty, librarians, academic professionals, salary minima, additional increases for promotion, compensation for department chairperson); faculty merit awards; fringe benefits (including medical, dental, leaves, disability, life insurance, pension, early retirement, liability protection, tuition, leave of absence, and vacation policy); university supported research; personnel files; safety and health; maintenance of standards; meet and discuss conference; agreement construction; savings clause; and duration of agreement. Appendixes treat promotion, appointment and tenure. (JB)

ED 333 798 HE 024 644

Agreement between Central State University and the American Association of University Professors Central State University Chapter. September 1, 1988-August 31, 1991.
American Association of Univ. Professors, Washington, D.C.; Central State Univ., Wilberforce, Ohio.
PUB DATE - 1 Sep 88
NOTE - 60p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Access to Information; Arbitration; *Collective

Grants; *Higher Education; Politics of Education; Private Colleges; Public Colleges; Student Loan Programs; *Trend Analysis; Vocational Schools
IDENTIFIERS - *England

This report, one of a series on Changing Patterns of Finance in Higher Education, examines important changes in the funding for higher education in England during the 1970s and 1980s. Until the early 1970s, English universities were funded by quinquennial grants from the government through the University Grants Committee; the public sector institutions were funded by the Advanced Further Education Pool. In the early '70s, due to England's economic problems and a decrease in the demand for higher education, these funding bodies collapsed. There followed a public debate about student financial support, whether institutional income should depend in large part on fees, and whether student support should be in grants or loans. In the summer of 1988 the Education Reform Act passed with four provisions which changed the funding mechanisms to make the universities and other institutions more accountable to their funding bodies through the operation of market and quasi-market mechanisms. The reaction of the universities to these proposed changes has been almost universally suspicious, while the public sector institutions have welcomed them. Issues for the 1990s include a proposed loan scheme for students entering higher education, reforms in research funding, and a downward demographic trend. (JB)

ED 333 818 HE 024 666

Scott, Robert A.
Invited Testimony of Dr. Robert A. Scott, President, Ramapo College of New Jersey to : The House Subcommittee on Postsecondary Education of the Committee on Education and Labor, U.S. House of Representatives. Subcommittee Hearings on the Reauthorization of the Higher Education Act.
PUB DATE - 21 Jun 91
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Economic Development; Educational Change; Educational Facilities Improvement; *Educational Finance; Educational Legislation; *Federal Aid; Federal Legislation; *Financial Policy; Government Role; Graduate Study; Grants; *Higher Education; *Politics of Education; Private Colleges; Public Colleges; Student Employment; Student Loan Programs; Undergraduate Study
IDENTIFIERS - *Higher Education Act 1980

There are cries for institutions of higher education to control ambition, contain costs, constrain tuition increases, and make the curriculum more responsive to societal needs. Due to competition in other areas for public monies, it would seem that public funding for higher education must remain limited. However, economic growth, national competitiveness and the supply of faculty and scholars are connected, and colleges and universities can contribute toward these goals by increasing and strengthening school-college partnerships, giving better attention to undergraduate teaching and learning by full-time faculty, making better connections between undergraduate and graduate education, and restructuring graduate education in order to increase certainty in the length of Ph.D. programs. The Federal Government has a role to play in these initiatives. In particular, federal assistance is needed in the following areas: in student aid making higher education accessible, in student employment and pre-college

University; and Elizabeth Nuss, executive director of the National Association of Student Personnel Administrators. (GLR)

ED 333 837 HE 024 696

Rullman, Loren J.
A Legal History: University Recognition of Homosexual Organizations.
Association of College Unions-International, Bloomington, IN.
PUB DATE - Mar 91
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Journal Articles (080)
DESCRIPTORS - *Administrative Policy; Civil Law; Colleges; *Constitutional Law; *Court Litigation; Higher Education; *Homosexuality; Organizations (Groups); *Student Organizations; *Student Rights; Student School Relationship; Student Subcultures; Universities

This paper discusses the legal precedents that have supported the official recognition of homosexual organizations by universities and colleges. Among the court cases that are reviewed are the following: (1) Brandenburg v. Ohio (1969), which ruled that expressions not inciting unlawful behavior may not be subject to government restraint; (2) Healy v. James (1972) and Wood v. Davison (1972), which ruled that First Amendment rights of freedom of association applied to students, and as a result, official university recognition was necessary to protect that right; (3) Gay Students Organization of the University of New Hampshire v. Bonner (1974), which ruled that mere speculation of future illegal activity was an insufficient reason for regulation by the university; and (4) Gay Rights Coalition of Georgetown University (1981, 1983) and Gay Rights Coalition v. Georgetown University (1987), a nearly decade long struggle which culminated in the decision that the Catholic university had denied recognition of the association based on the groups' sexual orientation, not just because the groups' purposes and activities conflicted with Catholic doctrine. It is concluded that, based on these court cases and others, the courts will not allow college and university administrators to control the philosophical nature of student organizations nor the lifestyles of those individuals with whose ideas they disagree. Contains seven references. (GLR)

ED 333 838 HE 024 697

Bernstein, Melvin H., Ed.
New Choices Facing College and University Pension Funds.
New England Board of Higher Education, Boston, MA.
PUB DATE - 91
NOTE - 84p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - General (020)
DESCRIPTORS - Administration; College Faculty; Colleges; Decision Making; *Endowment Funds; Higher Education; Investment; *Money Management; Resource Allocation; *Teacher Retirement; *Trusts (Financial); Universities
IDENTIFIERS - College Retirement Equities Fund; *Pension Plans; *Retirement Planning; Teachers Insurance and Annuity Association

This publication presents a collection of essays from top investment thinkers and financial commentators who share their views on the revolutionary retirement plan options now available to college and

PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - College Applicants; *Cultural Differences; Demography; Enrollment; Higher Education; *Institutional Role; Labor Force Development; Labor Supply; *Minority Groups; Organizational Objectives; Social Change; *Student Recruitment
IDENTIFIERS - *Diversity (Student); ERIC Digests

This digest summarizes in a question and answer format a full length report of the same title. It addresses the importance of recruiting minority students for diversity at institutions of higher education. Noted are increasing numbers for these groups along with the current low education levels found among minorities and the potential shortage of qualified workers. The institution's role in recruiting for diversity is identified as two fold: first, to serve as a center for debate about the issues involved and second, to determine ways in which it can incorporate diversity within itself. Universities are encouraged to recognize and appreciate differences among minority groups and stress, as well as recruitment, factors encouraging persistence to graduation including admissions, financial aid, retention strategies, and involvement of many areas and individuals. Ideally an institution wide effort at minority recruitment is seen as a process with the active support of top administrators. (Included are 8 references.) (Author/JB)

ED 333 857 HE 024 746

Astone, Barbara; Nunez-Wormack, Elsa
Pursuing Diversity: Recruiting College Minority Students. ASHE-ERIC Report No. 7.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 143p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Reports - General (140)
DESCRIPTORS - College Admission; College Environment; Demography; *Enrollment; *Enrollment Trends; *Ethnic Groups; Higher Education; *Minority Groups; Population Trends; Postsecondary Education; Program Development; School Holding Power; School Role; Student Financial Aid; *Student Recruitment
IDENTIFIERS - *Diversity (Student)

Projections show steady growth in the minority populations of the United States, but entry rates of minorities into postsecondary education are shrinking. Institutions of higher education are now being called upon to exercise leadership in addressing the problem of minority education before it reaches critical proportions. This report examines the recruitment of minority students into postsecondary education. The report discusses (1) what the institution's role is in pursuing diversity through recruitment; (2) how minority students are distinct from each other and from the majority; (3) how the recruitment of minority students is related to other institutional concerns; and (4) whose responsiblity it is to recruit minority students, when it should be done, where it should be done, and how. Also provided are: a historical background of minority recruitment practice; a discussion of what information colleges should be aware of concerning the demographics and diversity of minority populations; a review of a recruitment plan; and summaries, conclusions, and

and opportunity to challenge; agency rules--notice of disclosure, procedures for individual access and fees; restrictions on keeping records on the exercise of First Amendment rights; notice of subpoenaed records; selling or renting lists; social security numbers; civil remedies and criminal penalties; government contractors; reports; and the Privacy Protection Study Commission. The description of the Computer Matching and Privacy Protection Act of 1988 includes records covered, exceptions, matching agreement requirement and contents, notices of agreements, term of agreement, verification, opportunity to contest, limitations on disclosure and agreement renewal, data integrity boards, cost-benefit analysis, appeal of disapproval, and reports. (BBM)

ED 333 876 IR 053 614

Alabama Public Library Service Library Directory and 1990 Statistical Report.
Alabama Public Library Service, Montgomery.
PUB DATE - 90
NOTE - 138p.; For the 1989 directory and statistical report, see ED 325 132.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Financial Support; Library Circulation; *Library Collections; *Library Expenditures; *Library Networks; Library Personnel; *Library Statistics; Operating Expenses; *Public Libraries; State Programs
IDENTIFIERS - *Alabama

The first section of this report is a directory which features 203 public libraries, 7 multi-county library systems, 12 single-county public library systems, and the multitype members of the Alabama Library Exchange (i.e., 8 public, 6 school, 8 academic, and 10 special libraries). Entries list the library's address and telephone number, names of a contact librarian and the chair of the board, hours open, and other information about the libraries. Library and contact librarian names are cross-referenced in a separate list. The remainder of the document is composed of data on individual libraries. Statistics by county cover (1) each library system's area population; (2) library personnel; (3) collections--i.e., books, periodicals, microforms, film, phonograph records, audiocassettes, videocassettes, art prints, filmstrips, and computer software; operating expenses; and state and federal funds received. The libraries are then ranked by number of staff, volumes, circulation, income, expenditures, local income per capita, and total income per capita. (BBM)

ED 333 877 IR 053 621

Metoyer-Duran, Cheryl
Information Gatekeepers in California's Ethnic Communities. Final Report.
California Univ., Los Angeles. Graduate School of Library and Information Science.
SPONS. AGENCY - California State Library, Sacramento.
PUB DATE - 91
NOTE - 265p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - American Indians; Asian Americans; Communication (Thought Transfer); Hispanic Americans; Information Dissemination;

and help screens as adequate. Recommendations to the Reference Department and for further research conclude the report. Copies of the questionnaires and a letter of explanation to users are appended. (28 references) (BBM)

ED 333 893 IR 053 652

User Education Task Force Final Report.
Northwestern Univ., Evanston, Ill. Univ. Libraries.
PUB DATE - 15 Dec 89
NOTE - 57p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Audiovisual Instruction; *College Libraries; Computer Assisted Instruction; Higher Education; Information Technology; Instructional Improvement; *Instructional Innovation; *Library Instruction; *Library Planning; *Library Role; Library Skills; Microcomputers; Outreach Programs; Program Evaluation
IDENTIFIERS - *Information Skills; *Northwestern University IL

As part of a strategic planning process, Northwestern University Library appointed a User Education Task Force to address the challenges and opportunities facing its library user education program. The overriding goal was to create an action plan for positioning the library to be an active partner in the educational and research processes of the university. Northwestern University, as are other academic institutions, is re-evaluating its longstanding user education program in light of new technologies, redefined curricular emphasis, and changing teaching models. This report outlines the task force charge and provides a brief summary of the current status of user education at Northwestern University Library along with a discussion of the purpose and role of user education in libraries. Eight major areas for future planning are identified: (1) articulating and communicating the institutional value of user education; (2) creating a more varied instruction program to better meet the needs of a diverse clientele; (3) expanding outreach to faculty; (4) integrating information technologies more fully into the user education program; (5) improving the coordination and communication of user education library-wide; (6) enhancing the use of space to further the educational function of the library; (7) recognizing and promoting staff initiative; and (8) promoting evaluation in all aspects of the user education program. The report reflects the conviction of the Task Force that user education is more than a set of activities; it must be an institutional value. Six attachments present the charge to the User Education Task Force; a mission statement of Northwestern University; a draft mission statement for the University Library; a mission statement for undergraduate user education; information handling skills for various levels of users; and environmental factors affecting bibliographic instruction. (Author/BBM)

ED 333 894 IR 053 655

Guidelines for State Documents with Selected Commentary.
American Library Association, Chicago, Ill. Government Documents Round Table.
PUB DATE - 86
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

PUB DATE - 91
NOTE - 52p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Administrative Organization; *Budgeting; Budgets; College Administration; *College Planning; Community Colleges; Cost Estimates; *Decision Making; *Educational Finance; Models; Money Management; *Resource Allocation; Two Year Colleges
IDENTIFIERS - Central Piedmont Community College NC

This third revision of Central Piedmont Community College's (CPCC's) institutional planning and budgeting guide focuses on expanding the involvement of staff in institutional planning, integrating the college's various planning processes, strengthening communication within the administration, and giving administrative areas more flexibility and control in making and planning budget decisions. The guide outlines the phases and activities of a three-year (1991-92 through 1993-94) planning and budgeting process using the following seven steps: (1) strategic planning, involving mission and values assessment, environmental assessment, institutional assessment, planning assumptions, institutional goals, and quantitative targets; (2) operational planning, involving the development of action plans, budget forms, and budget brochures; (3) revenue projection and educational-area lump sum distribution; (4) educational-area Vice Presidents' determination of spending within each of their areas; (5) final preparation of the institutional budget/plan; (6) implementation and process assessment; and (7) summative assessment and dissemination of results. For each step, the specific dates and activities to be carried out are listed. Appendixes (the bulk of the document) provide: a review of the nine aims of the planning/budgeting process; a listing of milestone events in the history of planning at CPCC; action plan forms, budget forms, and assessment forms with instructions; a directory of planning council members; and administrative flow charts. (PAA)

ED 333 913 JC 910 286

Quinley, John W.
Assessing the College Mission: An Excellent Starting Point for Institutional Effectiveness.
Central Piedmont Community Coll., Charlotte, N.C.
PUB DATE - 91
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - College Outcomes Assessment; *College Planning; College Role; Community Colleges; Futures (of Society); *Institutional Mission; *Mission Statements; Organizational Effectiveness; *Policy Formation; Two Year Colleges

A community college's mission statement is a beacon that provides strategic direction for the institution and the conceptual framework for the entire organization. The principal tasks in drafting a new mission statement include matching the current mission to actual institutional functioning, and judging whether the statement is adequate to lead the institution into the future. A successful mission review process should have a clear charge and plan of action, taking into account considerations such as the following: (1) while mission review task force meetings must be carefully planned and controlled, they must also remain flexible enough to allow for the exchange of ideas; (2) gathering up-to-date institutional data and collecting exemplary mission included. (PAA)

ED 333 930 JC 910 322

Transfer and Graduation Rates for Black and White Prince George's Community College Students. Research Brief RB92-2.
Prince George's Community Coll., Largo, MD. Office of Institutional Research and Analysis.
PUB DATE - Jul 91
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Academic Achievement; *Black Students; College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; *Educational Mobility; Higher Education; Longitudinal Studies; *Racial Differences; State Universities; Tables (Data); Trend Analysis; Two Year Colleges; Two Year College Students; *White Students
IDENTIFIERS - Prince Georges Community College MD

All public institutions in the state of Maryland must submit a Minority Achievement Action Plan to the Maryland Higher Education Commission (MHEC) by August 30, 1991. To assist colleges in developing the 5-year goals for minority recruitment and achievement required by the plan, the MHEC distributed data sets on community college student transfer to four-year institutions; community college award attainment; and student achievement rates for seven cohorts of full-time, first-time community college students 4 years after initial entry. This research brief presents comparative transfer and award attainment data for full-time black students and full-time white students who entered Prince George's Community College (PGCC) from fall 1980 through fall 1986. Findings include the following: (1) the percentage of first-time, full-time students transferring to a state four-year institution within four years of initial entry at PGCC ranged from a low of 21% for fall 1984 entrants to a high of 28% for fall 1986 entrants; (2) white students' transfer rates ranged from 29% to 37%, more than double that of black students for all seven cohorts, whose transfer rates ranged from 10% to 15%; (3) the Associate of Arts (A.A.) degree attainment rate for all full-time students ranged from 12% to 17%; (4) white students' graduation rates ranged from 17% to 22%, more than twice that of black students whose graduation rates ranged from 6% to 10%; and (5) over the study period, the percentage of students transferring to four-year institutions has increased, while A.A. degree attainment has decreased. Data tables and graphs are included. (PAA)

ED 333 931 JC 910 323

Bradley, John L.
Inter-Institutional Educational Alliances as an At-Risk Student Recruitment and Retention Strategy.
PUB DATE - Oct 91
NOTE - 13p.; Paper presented at the Annual Conference of the National Council of Occupational Educators (San Antonio, Texas, October 20-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Academic Persistence; Access to Education; *Articulation (Education); *College School Cooperation; Community Colleges; Cooperative Programs; Elementary Secondary Education;

*Employee Attitudes; Faculty College Relationship; Likert Scales; *Participant Satisfaction; *School Effectiveness; *School Personnel; School Surveys; Self Evaluation (Groups); Tables (Data); Teacher Attitudes; Two Year Colleges
IDENTIFIERS - *Cerritos College CA

One of the primary methods of assessing institutional effectiveness is through the implementation of attitudinal surveys. In fall 1988 and fall 1989, surveys were administered to all employees of Cerritos College (CC) to examine employee attitudes about the institution and to collect demographic data about respondents. Among the 691 employees who responded in fall 1988 and the 638 employees responding in fall 1989, staff classification, gender, ethnicity, and age remained relatively static. Attitudinal components of the survey consisted of positive statements about different aspects of the institution to which respondents indicated their level of agreement. Specific employee groups were examined for changes in attitudes between the two survey administrations. Study findings included the following: (1) in examining all employee groups, 8 of the 73 items in the survey were found to exhibit statistically significant changes between fall 1988 and fall 1989, all in a positive direction; (2) statistically significant change was generally noted on items corresponding to areas in which intervention by the institution had occurred within the preceding 12 to 18 months, such as student orientation and recognition of staff contributions; (3) among full-time faculty, there were two statistically significant changes in a positive direction (i.e., in questions related to shared governance and to student orientation); (4) the largest number of statistically significant changes (n=12) were observed among part-time faculty, with all occurring in a positive direction and over half related to CC's educational program or financial resources; and (5) among classified staff, there was a decline in positive attitudes about the college. The survey instrument and detailed data tables are included. (JMC)

ED 333 949 JC 910 344

Cerritos College Facts & Figures: Institutional Research & Development Information Flyer.
Cerritos Coll., Norwalk, Calif. Office of Institutional Research.
PUB DATE - 90
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110), Collected Works - Serials (022)
DESCRIPTORS - Aging in Academia; Census Figures; Community Colleges; Computers; *Demography; Employed Women; *Employment Projections; Futures (of Society); *Institutional Characteristics; Migration Patterns; Minority Group Children; National Norms; Paying for College; *Population Trends; School Statistics; Student Costs; Two Year Colleges
IDENTIFIERS - Cerritos College CA

Produced on a near-monthly basis by Cerritos College (CC), these 12 one-page information flyers each provide statistical and narrative information on a different area or topic of campus-wide concern. The 12 issues examined in this collection include the following: disabled student programs and services; occupational projections; changing faculty demographics; education and future economic success; computer usage; America's households; national migration and regional growth projections for 2010; working at home; working women; the 1990 census; minority youth population growth; and the cost of education. Highlighted findings from the flyers include

Heartland Area Education Agency 11, Johnston, IA.
PUB DATE - 90
NOTE - 40p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Academic Standards; Check Lists; Definitions; Educational Objectives; Educational Practices; Elementary Secondary Education; *Evaluation Methods; Guidelines; Portfolios (Background Materials); *Student Evaluation; *Student Records; Teacher Role; Teacher Workshops; Testing

Designed for use in workshops, this teachers' guide provides advice about the use of portfolios to assess and document students' learning. It also poses questions that will help the teacher focus on critical components of portfolio development. The guide defines a portfolio as a collection of evidence used by the teacher and student to monitor, in a systematic way, the growth of the student's knowledge of content, use of strategies, and attitudes toward the accomplishment of goals. Contents of the guide focus on learners' goals, the difference between testing and assessment, initial assessments, integration of instruction and assessment across the school year, the process of setting standards, and ways to document and chart students' growth. Also included are a progress checklist of things to do and think about in adopting a portfolio approach to student assessment, and a list of key verbs to use in writing statements of goals. A chart of ways to document students' growth describes captions, anecdotal records, students' reflective logs, and checklists in terms of basic characteristics, purposes, what to include, ways to use the techniques, and advantages and disadvantages of each approach. (RH)

ED 333 967 PS 019 470

McCormick, Kathaleen
Chapter I: A Director's Handbook for Parental Involvement.
Delaware State Dept. of Public Instruction, Dover.
PUB DATE - Mar 90
NOTE - 103p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Compensatory Education; Elementary Secondary Education; *Federal Programs; Guidelines; *Parent Participation; *Public Education; Resource Materials; *School Responsibility
IDENTIFIERS - Delaware; *Education Consolidation Improvement Act Chapter 1; Mandatory Programs

This manual provides a step-by-step guide for meeting the six goals for parental involvement in Chapter I programs. The goals are to: (1) inform participating children's parents about the program, the reasons for their children's participation, and the program's instructional objectives and methods; (2) support the efforts of parents, train parents to work with their children in the home to attain the program's instructional objectives and understand program requirements, and train parents and teachers to build a partnership between home and school; (3) train teachers and other staff to work effectively with parents; (4) consult with parents about the manner in which they and the school can better work together to achieve program objectives and give parents a feeling of partnership in the education of their children; (5) provide a comprehensive range of opportunities for parents to become informed about the program's design, operation, and evaluation, families' unique needs. The 20 recommendations for state fiscal years 1991 and 1992 are supplemented by a revised list that reflects new federal legislation. Appendices provide a fact sheet on state child care, a glossary of acronyms, and a form for ordering the council's publications. (RH)

ED 333 987 PS 019 637

Early, Diane; Barrett, Marty
Predicting Learned Helplessness and Achievement: The Role of Locus on Control and Motivational Orientation.
PUB DATE - Apr 91
NOTE - 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; *Elementary School Students; Grade 5; Grade 6; *Helplessness; Incentives; Intermediate Grades; *Locus of Control; Longitudinal Studies; *Predictor Variables; *Self Motivation
IDENTIFIERS - *Motivational Orientation

This 2-year study examined the relative potency of locus of control (LOC) and motivational orientation (MO) as predictors of standardized achievement scores and learned helplessness. Also tested was the prediction that children with an extrinsic MO would be prone to adopt an external LOC over time. In the first year of the study, subjects were 158 fifth-graders; in the second year, subjects were 70 of the first-year participants. It was thought that MO should predict children's helplessness and achievement more accurately than LOC, because MO, taking into account a child's sense of control over reasons for initiating task engagement and regulating task strategies, is a more global construct than LOC, which focuses on the child's perceived internal sense of control over the outcome of the achievement situation. It was assumed that adopting an extrinsic orientation, which predisposes children to helplessness, ultimately produces an external LOC. Hypotheses were tested using self-report measures of MO, LOC, and visual discrimination problems with a failure manipulation to test for helplessness. Standardized test scores were used as an indicator of achievement. Data supported the hypotheses. The intrinsic motivation perspective better predicted achievement and helplessness than did the LOC perspective. Extrinsically motivated children were more prone to develop external loci of control than were those intrinsically motivated. Results are discussed in terms of theoretical and practical implications for researchers and educators. (RH)

ED 333 988 PS 019 638

Chaney, Carolyn
Language Development, Metalinguistic Skills and Emergent Literacy in Three-Year-Old Children.
SPONS. AGENCY - San Francisco State Univ., Calif.
PUB DATE - Apr 91
NOTE - 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)

distinct indexes of peer relations, and both should be considered by researchers. (RH)

ED 334 008 PS 019 692

Wolpow, Ellen B.
The Effect of Parent's Presence on Children's Social Interactions in Preschool.
PUB DATE - Apr 91
NOTE - 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Affective Behavior; *Attachment Behavior; Classroom Research; *Cooperatives; *Parent Influence; *Parent Participation; Peer Relationship; Play; *Preschool Children; Preschool Education; *Social Behavior
IDENTIFIERS - *Cooperative Preschools

The effect of the presence of a parent on the frequency and complexity of the social behavior of children at two cooperative preschools was studied. It was expected that securely attached children would explore their environment more comprehensively and competently when a parent was present than would insecurely attached children. Parents participated in the classrooms one day a week. Data on children's social interactions during free play, both when the parent was present and when the parent was absent, were gathered. Parent-child relationships were observed. Children were 3- or 4-year-olds who were enrolled full-time in a 3-hour daily program. No interactions between attachment security and condition were found. However, findings indicated that children engaged in less high-level play and more low-level play during free play on days when the parent was working in the preschool. Children initiated play with peers less often in the parent's presence than in the parent's absence. Children also expressed more negative emotion and spent less time in proximity to adults when the parent was at school. The relation of the findings to attachment theory, and the implications for practitioners, are discussed. (RH)

ED 334 009 PS 019 697

Bohman, Thomas M.; And Others
Change in Parental Attitudes Toward Child-Rearing over Time.
SPONS. AGENCY - National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE - 20 Apr 91
NOTE - 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Age Differences; *Attitude Change; *Child Rearing; Emotional Experience; Longitudinal Studies; *Parent Attitudes; *Sex Differences; Toddlers
IDENTIFIERS - Encouragement; Independent Behavior

The Parental Attitudes Toward Childrearing Questionnaire, which assesses parental warmth, encouragement of independence, strictness, and aggravation, was completed by 92 mothers and fathers when their child was 20, 26, and 32 months old. Analyses stereotypes. This paper examines the relationships between the job satisfaction of American Indian women supervisors and their perceptions of co-workers' stereotypes of them as American Indians and women. A national sample of 116 American Indian female supervisors in nine diverse fields completed questionnaires. Perceptions of co-worker ethnic stereotyping had significant negative correlations with job satisfaction for the total sample and for subjects having a male or a non-Indian supervisor. Perceptions of co-worker sex role stereotyping had significant negative correlations with job satisfaction for the total sample and for all subgroups. Perceptions of ethnic stereotyping were significantly correlated with perceptions of sex role stereotyping for the total sample and all subgroups. This paper contains 28 references. (SV)

ED 334 030 RC 018 027

Johnson-Dean, Lynn
The Effectiveness of Videotape Programs as a Communication Tool in the Small-Scale Livestock for Rural Farming Women Project, Honduras.
PUB DATE - May 86
NOTE - 229p.; M.A. Thesis, New Mexico State University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Agricultural Education; *Economic Development; *Imperialism; Industrialization; *Modernization; National Programs; Participative Decision Making; *Policy Formation; Quality of Life; *Rural Development; Social History; *Technical Assistance; World Problems
IDENTIFIERS - Honduras; *Local Control; Self Sufficiency

This study examines economic development in Third World countries and the use of portable video systems in development projects. The study, conducted in 1985, attempts to measure the level of effectiveness of videotape programs as a communication tool for training rural subsistence women in Honduras in technical aspects of pig-keeping. Classical communication and development models posit a downward, vertical process from small elite to mass of receivers. Participatory communication, however, suggests the involvement of marginal groups in their own social and economic futures. From the 1940s to the early 1970s, development theories shifted from emphasizing modernization toward more choice-based economic and public-policy approaches. Most modernization programs today continue to support a relationship in which one group is economically maintained at the expense of another. International development programs develop national modernization projects that often fail to incorporate effective input from local people. By entering the global market, developing nations often deny themselves opportunities for economic self-sufficiency. It may be possible to have successful small-scale development programs which help promote self-sufficiency among marginal groups without requiring the dramatic economic, political, and social changes necessary for modernization. Advanced video technology widens opportunities for improved participatory communication. The concluding chapter suggests that the Honduran women understood and used the videotaped pig-keeping information. It recommends changes in the videotape project, however, to make it more participatory and more responsive to local needs. A bibliography with over 80 items is followed by extensive appendixes which include a questionnaire given to the Small Scale Livestock Project population who went to the United States. (TES) levels. Section A deals with institution-level matters, and Section B deals with project-level matters. Projects conducted by AEL include: (1) the Regional Liaison Center; (2) the Classroom Instruction Program; (3) the School Governance and Administration Program; (4) the Policy and Planning Center; (5) the Professional Preparation and Research Program; (6) the School Services Center; and (7) the Rural, Small Schools Program. Part II presents a series of statements relevant to accomplishments, collaboration, and insights about successful practices and barriers to success. Part III provides graphic depictions that summarize some of the most salient features of the Lab's performance during the five-year period and provides a complete listing of the deliverables and other tangible products submitted by the Lab under its 1986-90 contract. Part IV reports only the fifth and final year of AEL's performance. (KS)

ED 334 049 RC 018 253

Fry, Vicki
Development of Entry-Level and Continued Training for Educational Secretaries.
PUB DATE - 91
NOTE - 97p.; B.S. Thesis, Friends University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS - Administrator Attitudes; *Entry Workers; Inservice Education; *Job Skills; *Job Training; Postsecondary Education; Rural Education; *School Secretaries; Staff Development; Surveys; Training Methods; *Training Objectives
IDENTIFIERS - Oklahoma

This study verified a need for the development of entry-level and continued training methods for educational secretaries in Oklahoma, with special focus on unique problems in the rural setting. The project aimed to: (1) ascertain if there was a statewide need for developing training for educational secretaries; (2) project during what time period the problem of entry-level training would become most critical; (3) determine what job skills are required of an educational secretary; (4) ascertain the most feasible organization to assume responsibility for development and implementation of the training; and (5) determine the preferences for potential solutions. Fifty-three educational secretaries and 52 administrators in public schools with student enrollments of less than 500 in Oklahoma completed surveys to provide data for the study. Nearly 100% of the respondents indicated a need for training development. Data suggest that the years 2000 to 2010 will be a time period when 62.27% of the entire work force will need entry-level training. Training should include the areas of reporting, computer operations, public relations, and banking, with focus on the specialized requirements and laws as they pertain to accountability in education. The researcher determined the Oklahoma State Department of Education, assisted by an advisory committee of educational secretaries, to be the most feasible source of developing a training program. Preferred training solutions were training workshops and a secretarial handbook. Contains extensive appendices. (KS)

ED 334 050 RC 018 254

Pinkerton, James R.; Brown, Ralph B.
Rural Community Viability and Leadership Patterns.
PUB DATE - 14 Aug 90
NOTE - 27p.; Paper presented at the Annual Meetings of The American

in this document addresses the problems associated with the pollution and protection of the earth's marine resources. This document includes information to assist teachers in organizing and directing students in their activities. This teacher's guide includes a unit overview, instructions on how to collect information through letter writing (including addresses for appropriate organizations), three classroom activities, a set of fact cards, instructions for a scavenger hunt, instructions for a geography activity, instructions for research and independent study, and materials for a youth summit on the oceans. Additional materials included in this packet are a discussion and chart of instructional techniques and thinking skills used in the unit, a glossary of terms and a bibliography of 44 books, articles, other resources, and games on oceans issues. (CW)

ED 334 068 SE 052 120

McKisson, Micki; MacRae-Campbell, Linda
The Future of Our Tropical Rainforests. Our Only Earth Series. A Curriculum for Global Problem Solving.
PUB DATE - 90
NOTE - 112p.; For related documents, see SE 052 115-119.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Ecology; *Elementary School Science; Environmental Education; Forestry; Geography; *Global Approach; *Interdisciplinary Approach; Intermediate Grades; Language Arts; Learning Activities; Plants (Botany); Problem Solving; Science Education; Secondary Education; *Secondary School Science; Social Studies; Teaching Guides
IDENTIFIERS - *Global Climate Change; *Tropical Rain Forests

Both humanity and nature have suffered greatly from human insensitivity. Not only are the natural resources of the earth being depleted and its air, land and water polluted, the financial resources of humanity are being wasted on destructive expenditures. The "Our Only Earth" series is an integrated science, language arts, and social studies problem solving program for grades 4-12 that addresses six different global issues. The units are designed to provide students with knowledge and skills to address these major global issues actively. The unit presented in this document addresses the problems associated with the global effects of the loss of the tropical rainforests. This document includes information to assist teachers in organizing and directing students in their activities. This teacher's guide includes a unit overview, instructions on how to collect information through letter writing (including addresses for appropriate organizations), three classroom activities, a set of fact cards, instructions for a scavenger hunt, instructions for a geography activity, instructions for research and independent study, and materials for a youth summit on tropical rainforests. Additional materials included in this packet are a discussion and chart of instructional techniques and thinking skills used in the unit, a glossary of terms and a bibliography of 64 books, articles, other resources, and games on tropical deforestation. (CW)

ED 334 069 SE 052 148

McArthur, David; Stasz, Cathleen
An Intelligent Tutor for Basic Algebra.
Rand Corp., Santa Monica, Calif.

students. (DB)

ED 334 086 SO 021 040

Counelis, James Steve
Leadership, Stewardship and the Volunteer: A Workshop.
PUB DATE - May 90
NOTE - 11p.; Presented at the Philoptochos Diocesan Conference (Dunlop, CA, May 17-20, 1990). Some pages were taken out due to copyright material.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Biblical Literature; Christianity; *Leadership; *Leadership Training; Religious Cultural Groups; Religious Education; *Religious Organizations; *Volunteers; Workshops
IDENTIFIERS - *Stewardship

This paper describes a workshop designed to help participants to: (1) acquire an understanding and appreciation for the volunteer within the Orthodox Christian Church; (2) to learn about the Orthodox spirit of stewardship; and (3) to understand one's leadership as an extension of one's personal Orthodox Christian faith. The workshop is divided into four parts: (1) Orthodox Christian leadership; (2) Orthodox Christian stewardship; (3) the volunteer; and (4) the conclusion. Among the activities conducted in this workshop are an exploration of several New Testament texts for the notion of stewardship for Orthodox Christians and a description of various studies that have been made about volunteerism. (DB)

ED 334 087 SO 021 043

Middle School Law Awareness Curriculum Guide, 1980.
Seminole County Board of Public Instruction, Sanford, Fla.
PUB DATE - 80
NOTE - 79p.; For a related document, see SO 021 045.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Citizenship Education; Constitutional History; Constitutional Law; Curriculum Guides; Grade 6; Grade 7; Grade 8; Instructional Materials; Intermediate Grades; Junior High Schools; *Law Related Education; Learning Activities; *Middle Schools; Social Studies
IDENTIFIERS - Seminole County School District FL

Materials, activities, and lesson plans for educating middle school students about the law and the legal system are presented. Materials for the sixth grade are contained in six sections: (1) Prehistoric Man; (2) Ancient Civilizations; (3) Ancient Greece; (4) Ancient Rome; (5) Medieval Civilizations; and (6) the Renaissance. Grade 7 has three sections: (1) Environmental Law; (2) International Law; and (3) Codes of Law. Grade 8 has five sections: (1) Basic Laws of Early Peoples of Americas; (2) Religious Laws as a Factor in the Founding of America; (3) Formation of Colonial Laws; (4) Rights of Englishmen in the U.S. Constitution; and (5) Comparison of the Declaration of Independence and the Constitution. (DB)

ED 334 088 SO 021 044

From One to All.
Seminole County Board of Public Instruction, Sanford, Fla.

which they are presented here could serve as a useful model for the documentation of the history of other communities. A list of 12 references is included. (DB)

ED 334 114   SO 021 350

Parker, Walter C.
Renewing the Social Studies Curriculum.
Association for Supervision and Curriculum Development, Alexandria, Va.
PUB DATE - 91
NOTE - 135p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Core Curriculum; *Curriculum Development; Curriculum Evaluation; Educational Change; *Educational Planning; Elementary School Curriculum; Elementary Secondary Education; Secondary School Curriculum; *Social Studies; Student Educational Objectives; Teaching Methods

The strongest possibilities for reforming the social studies curriculum lie with those professionals who actually work with children in the schools and on whom the burden of curriculum implementation rests--local curriculum planners and teachers. Successful local social studies curriculum development is an art. There are essentially three matters for deliberation: judging the existing curriculum, both the written version and the one that is actually taught; making whatever changes are needed; and specifying the demonstrations of achievement that are expected from students at key points in their school progress. In six chapters this volume outlines how to accomplish this task successfully. Chapter 1, "Challenging Lessons on Essential Learnings," briefly defines the major commitments of the book. Chapter 2, "Contexts of Renewal," puts curriculum planning into its various social settings. Chapter 3, "Deliberation for Change," presents a case study of curriculum deliberation by a district social studies curriculum planning committee. Chapter 4, "Renewal Principles and Procedures," outlines three general principles to guide curriculum renewal in social studies and offers an eight-part renewal model. Chapter 5, "Goals, Issues, and Trends," gives an overview of social studies in the United States today. Chapter 6, "Thoughtful Learning and Authentic Assessment," considers the possibility of creating a social studies curriculum that promotes challenging, in-depth study on a limited number of essential topics. Three articles published in the October, 1989 edition of the journal "Social Education" are appended, and a list of networks for social studies educators is provided. (DB)

ED 334 115   SO 021 353

Art Literacy in Indiana: An Imperative for Change.
SPONS. AGENCY - Indiana Arts Commission, Indianapolis.; National Endowment for the Arts, Washington, D.C.
PUB DATE - 90
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Art Education; Audience Response; *Curriculum Development; Dance; Educational Change; Educational Philosophy;

Programs
IDENTIFIERS - *Illinois; *Medicaid

This report examines possible steps the State of Illinois might take to expand the availability of Medicaid support for services to persons with developmental disabilties. Stressed throughout are the importance of: (1) evaluating whether any given application of Medicaid funding is consistent with the State's goals for persons with developmental disabilties; and (2) establishing the necessary administrative infrastructure at the state and sub-state level to support efficient and effective service delivery. Current utilization of Medicaid to fund developmental disabilities services is outlined and a table compares the percentage of costs of institutional and community-based services for Illinois and other Midwestern states. Noted is that Illinois is well below the national median in amount of federal assistance obtained. The policymaking context in Illinois is then considered. Implications of current Medicaid financing policies are examined for the following: Intermediate Care Facilities for the mentally retarded (financing and compliance with federal standards need to be linked); nursing home reform; the home and community-based waiver authority; optional case management services; early periodic screening, diagnosis and treatment; and other Medicaid services (personal care services, Medicaid rehabilitation and clinic services, and educationally related services). (DB)

ED 333 633 EC 300 386

Gaumer, Nancy; And Others
Day Care for All Children: Integrating Children with Special Needs into Community Child Care Settings. A Resource and Consultation Manual.
Developmental Services Center, Champaign, IL.
SPONS. AGENCY - Illinois State Dept. of Children and Family Services, Springfield.
PUB DATE - 90
NOTE - 345p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Attitudes; Consultation Programs; *Day Care; *Day Care Centers; *Disabilities; Early Childhood Education; Family Programs; Handicap Identification; Inservice Education; *Mainstreaming; Placement; *Program Development; Program Implementation; Regular and Special Education Relationship; Social Integration; Staff Development; Workshops
IDENTIFIERS - *Illinois

This manual provides guidance on using the consultation method to help meet the needs of families of children with disabilities in integrated community-based day care settings. The introductory section provides an overview, a statement of philosophy, the history of the day care consultation program in Illinois, and instructions for using the manual. Covered in Section II, on procedures, are: the consultation model and process; communication skills; recruiting caregivers for children with special needs; supporting child care providers; attitudes; placing children with special needs in groups; staff-parent conflicts; the regular vs. special education dilemma; multiple service providers; and strategies for integration. Topics covered in Section III, on families of children with special needs, include the effects of having such a child, day care for children with special needs, day care and family support, choosing and using child care, and

Work Relationship; *Interpersonal Competence; Program Development; School Business Relationship; Secondary Education; Student Evaluation; Transitional Programs; Vocational Education; Work Study Programs

This booklet reviews the literature on transitional services for youth with behavior disorders, provides examples of successful programs and activities, and identifies key elements of successful programs. Specific sections of the monograph address the following areas: long-term life adjustment; transition studies; vocational assessment; social skills training for obtaining a job; social skills training for the workplace; necessary directions for social skills training; model programs (the Sprague Program and the Career Ladder Program); and key elements of transition programs. Recommendations are included. The report concludes that a comprehensive vocational assessment should identify pupil preferences, abilities, motivational characteristics, and instructional designs. A longitudinal vocational program should be designed to include a postschool, vocational safety net of services. The vocational education program should include a series of community-based work experiences in which general work skills are mastered. The program should also mainstream the student with disabilities into appropriate occupational training courses. Necessary academic skills must be infused into vocational activities. A career education curriculum should focus on job-search and job-keeping skills, and particular attention should be given to social skills relevant to the workplace. Vocational programs must be coordinated with, if not initiated by, the business community in order to engender substantive jobs for career ladders. (Includes 140 references.) (DB)

ED 333 654 EC 300 410

Leone, Peter E.; And Others
Special Education in Juvenile Corrections. Working with Behavioral Disorders: CEC Mini-Library.
Council for Exceptional Children, Reston, Va.
PUB DATE - 91
NOTE - 34p.; For other documents in this set, see EC 300 409-417.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Administration; *Correctional Education; *Delinquency; Delinquent Rehabilitation; *Delivery Systems; *Disabilities; Educational Practices; Educational Trends; Incidence; Institutionalized Persons; *Needs Assessment; Professional Development; Secondary Education; Special Education
IDENTIFIERS - *Adjudicated Youth

The booklet reviews the literature and offers practical suggestions for providing special education services to incarcerated youth with special learning, social, or emotional needs. The booklet examines the following topics: (1) handicapping conditions among juvenile offenders (the most common are mental retardation, learning disabilities, and behavioral disorders); (2) probable causes for overrepresentation of youth with disabilities among juvenile offenders (poorly developed social skills and inability to comprehend questions and warnings); (3) educational services in juvenile corrections (including detention centers, juvenile correctional institutions, schools, camps, and ranches); (4) administrative arrangements and service providers (the public schools, departments of social services, juvenile justice and corrections, and private agencies); (5) promising practices (functional assessments, curriculum, and instruction; transition greater right-hand overflow overall. The two groups were differentiated by the pattern of overflow rather than the overall amount. It is concluded that dyslexic children were more likely than normal children to co-activate the left hemisphere whenever the left hand was used, and dyslexic children activated both hemispheres in circumstances where normal children did not. (Includes seven references.) (JDD)

ED 333 674 EC 300 430

The E.S.S.E. (Educational Sign Skills Evaluation).
S.E.E. Center for the Advancement of Deaf Children, Los Alamitos, CA.
PUB DATE - 91
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - American Sign Language; *Deaf Interpreting; *Deafness; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Expressive Language; Feedback; Interpreters; Job Performance; Knowledge Level; *Performance Tests; Rating Scales; Receptive Language; Sign Language; Test Reliability; Test Validity
IDENTIFIERS - *Educational Sign Skills Evaluation

The Educational Sign Skills Evaluation (ESSE) was developed to provide a means of identifying the dominant signing style of an individual and to provide feedback on areas of strength and areas in need of improvement. It provides an overall expressive skills rating as well as information on the type, level, and degree of understanding demonstrated receptively and a sign-to-voice rating for both English-related signing and signing in American Sign-Language. Data are presented that demonstrate the reliability and validity of the evaluation. Evaluation costs and time requirements are also discussed. (JDD)

ED 333 675 EC 300 431

McCallister, Corliss
Six Units for Primary (K-2) Gifted/Talented Students. Self (Psychology), Plants (Botany), Animals (Zoology), Measurement (Mathematics), Space (Astronomy), Computers (Technology).
Education Service Center Region 7, Kilgore, Tex.
PUB DATE - 88
NOTE - 403p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Animals; Computers; *Curriculum; Diagnostic Teaching; Experiential Learning; *Gifted; Learning Activities; Measurement; Plants (Botany); Primary Education; Self Concept; Space Sciences; *Student Educational Objectives; *Talent; *Teaching Methods

This curriculum for gifted/talented students in kindergarten through grade 2 focuses on the cognitive, affective, and psychomotor domains in the areas of language arts, mathematics, music, physical education (dance), science, social studies, theatre, and visual arts. The curriculum is student centered, experientially based, exploratory, holistic/integrative, and individualized by diagnostic prescriptive teaching. An introductory section provides goals; long-term objectives; and information on adapting the curriculum by kind and degree of giftedness, minority subpopulation, and delivery system. The curriculum covers six units: self, plants, animals, measurement, space, and computers.

served, student profiles, and relating to parents. Section II covers transition planning and includes a parent input questionnaire. Section III provides guidance for the community-based instruction and vocational experiences central to the curriculum. Instructional strategies are covered in Section IV including the following: using residual vision in functional activities; functional orientation and mobility programming; strategies for improving student responsiveness through awareness of auditory functioning; facilitating communication; adjustment to change; an approach to challenging behavior; group instruction; fostering friendships and other relationships; sexuality and intimacy; adaptations; prompting as an instructional strategy; and activity selection (recreation and leisure). Appendixes include a list of 43 references, addresses of publishers, and a list of products and catalogs for adaptive aids and equipment. (DB)

ED 333 694 EC 300 450

O'Neill, John; And Others
Supplement for Transition Coordinators. A Curricular Approach to Support the Transition to Adulthood of Adolescents with Visual or Dual Sensory Impairments and Cognitive Disabilities.
City Univ. of New York, N.Y. Hunter Coll.; Jewish Guild for the Blind.
SPONS. AGENCY - New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 162p.; For related documents, see EC 300 449-453.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Assistive Devices (for Disabled); *Education Work Relationship; Financial Support; *Individualized Programs; Legislation; *Mental Retardation; *Multiple Disabilities; Planning; Rehabilitation; Secondary Education; *Transitional Programs; *Visual Impairments
IDENTIFIERS - Community Based Education; *New York

This handbook supplement, for transition coordinators, is part of a packet intended to aid educators, families, and adult service providers to facilitate the transition from school to adult life in the community for students with both cognitive disabilities and visual or dual sensory impairments. Emphasis is on transition planning and community based instruction, including vocational experiences. Section I looks at transition planning including establishing a model of school based transition planning, the individualized transition planning (ITP) process, and the adult service system. Laws and entitlements are reviewed in Section II including Social Security benefits, Department of Labor regulations, and guardianship and financial planning. Most of the document consists of the following appendices: an ITP form; parent input forms and instructional staff questionnaire; a reference list (8 references); publishers' addresses; product list; state mental retardation and developmental disabilities agencies; state rehabilitation agencies serving persons with visual impairments; state vocational rehabilitation agencies; and state protection and advocacy agencies. Five supplemental appendices list New York State offices including: district offices of the Office of Vocational and Educational Services for Individuals with Disabilities; regional offices of protection and advocacy agencies; independent living centers; borough/district

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Class Activities; Classroom Techniques; Creativity; Cultural Awareness; *English (Second Language); Foreign Countries; Music; *Second Language Instruction; Second Language Learning; Student Participation; Vocabulary Development
IDENTIFIERS - ERIC Digests

This digest presents ideas for teaching English as a Foreign Language (EFL) in foreign countries where textbooks or other traditional instructional materials are limited or unavailable. The activities discussed emphasize student participation, require creativity, and encourage students to enjoy learning English. Four particular activities used by one EFL teacher in Czecho-Slovakia are described in detail. One activity uses music, another aims to teach cultural aspects of the linguistic culture being studied as well as the language, the third structures the EFL program around a specific activity requiring active participation by students, and the fourth focuses on vocabulary. (VWL)

ED 333 714 FL 019 197

Short, Deborah J.; Willetts, Karen
Implementing Middle School Foreign Language Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Jun 91
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Curriculum Development; Instructional Materials; Intermediate Grades; Junior High Schools; *Language Teachers; *Middle Schools; *Program Implementation; Scheduling; Second Language Instruction; *Second Language Programs; Staff Development; Teacher Certification; Teacher Recruitment; *Teaching Methods
IDENTIFIERS - ERIC Digests

This digest discusses the issues involved in implementing middle school foreign language programs. A number of implementation and instructional issues are highlighted, including: scheduling, staffing, teacher recruitment, teacher certification, staff development, curriculum development, teaching methods, and instructional materials. (VWL)

ED 333 715 FL 019 198

Bellino, Joseph C.; And Others
Learning Packets for ESOL Students in U.S. History I.
Montgomery County Public Schools, Rockville, Md.
SPONS. AGENCY - Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE - 81
NOTE - 210p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS - Class Activities; Elementary Secondary Education; *English (Second Language); Language Skills; Learning Modules; Limited English Speaking; Skill Development; *Social Studies; *United States History; Vocabulary Development

Objectives; Grammar; Intermediate Grades; *Modern Languages; Phonology; Secondary Education; Second Language Instruction; *State Standards; Vocabulary
IDENTIFIERS - *Delaware

Delaware's state standards for modern foreign language curricula are designed to assist school districts in designing curricula in all languages. Introductory sections describe the evolution of the standards and the philosophy underlying foreign language instruction in the state, and offer general suggestions to the teacher for using the standards with a communicative approach. Practical classroom instructional issues are not addressed. The standards themselves are organized in four instructional levels, including: (I) grades 4-12; (II) grades 7-12; (III) grades 9-12; and (IV) grades 10-12. At each level, general curriculum topics are listed, with specific performance objectives and linguistic content (vocabulary, structure, and phonology) provided for each. A list of 12 references is appended. (MSE)

ED 333 736 FL 019 231

Nambiar, Mohana K.
Big Books for Little Readers: Works in the ESL Classroom Too.
PUB DATE - 91
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Childrens Literature; *English (Second Language); Instructional Materials; Media Selection; *Picture Books; *Reading Instruction; *Reading Materials; Second Language Instruction
IDENTIFIERS - *Big Books

Big books, magnified or enlarged versions of children's books, are recommended for use in the English-as-a-Second-Language (ESL) classroom. The big book approach is based on the idea that shared reading and enlarged texts support joint adult-child participation in the reading process and emphasizes reading for meaning and enjoyment rather than accurate decoding. Big books are a rich source of activities that promote reading and meet curriculum objectives, including activating prior knowledge, modelling the thinking process, tracking print, encouraging prediction skills, and providing varied linguistic and creative activities. A natural extension of using the books is having students make them in a collaborative effort. Big books have several advantages over normal-sized story books by allowing the child to see the print and focus on specific parts of the text, facilitating use of certain reading strategies (e.g., thinking aloud), promoting awareness of the conventions of print language, and being inherently interesting because of their size. Most of the big book approach can be used readily in ESL instruction, with some modification. Accuracy and English language use should be de-emphasized in favor of participation. (MSE)

ED 333 737 FL 019 232

Appel, Gabriela; Lantolf, James P.
Cognitive Complexity and Second Language Speech Production.
PUB DATE - 91
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Cognitive Processes; Comparative Analysis; Difficulty

Sample, Bob
Thoughts on Curriculum Development in Adult Education.
PUB DATE - 27 Apr 90
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Adult Education; Classroom Techniques; Curriculum Design; *Curriculum Development; *Needs Assessment; *Student Evaluation; *Student Needs

Curriculum development is the dynamic process of creating and modifying lesson plans, techniques, methods, approaches, and materials in response to educational program goals and community and student needs. It is not a static set of rules or procedures, lesson plans, or materials. The best curriculum responds effectively to student needs as a result of close cooperation between curriculum developer and classroom teachers. A complete curriculum development process involves several elements, including: philosophy reflecting program vision or direction; goals, objectives, and intended outcomes; assessment of student needs; subject-specific or general instructional approaches, methods, and techniques; a syllabus; lesson plans; materials and documents; and student progress assessment. Without curriculum development in an adult education program, very little education can take place except what can be provided by the individual teacher operating alone, frequently without training or much support. With a curriculum that is well-developed and constantly revised, teachers, students, scholars, and community members can work together for the benefit of all. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 333 758 FL 800 298

Barton, David, Ed.
New Views of Literacy, 1990. A Bibliography.
RaPAL, Bradford (England).
PUB DATE - Jul 90
NOTE - 38p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Access to Education; Adult Basic Education; Adult Education; *Adult Literacy; Annotated Bibliographies; Classroom Techniques; Cultural Differences; Developed Nations; Developing Nations; Educational Environment; Educational History; Educational Research; Educational Strategies; Educational Theories; Foreign Countries; Information Sources; *Literacy Education; Popular Culture; Program Administration; Sex Differences; Student Evaluation; Visual Literacy
IDENTIFIERS - Australia; Canada; England; *Numeracy; United States

This bibliography cites resources in 13 aspects of education relating to literacy: approaches to literacy; research and practice; critical approaches to literacy (including Paolo Freire, critical theory, literacy and gender); adult education (adult learning, working in groups); popular education and popular culture (community development, writing and community publishing, media literacy, other communication technologies); educational practice (reading and writing, critical issues in evaluation, access to education, learning disabilities, numeracy); programs and organizations (management, funding); language issues (language variety and identity, bilingual literacy, visual literacy, readability); literacy uses and contexts (literacy uses, family literacy, school relevance to adult life, literacy and the

Timpane, President, Teachers College, Columbia University, New York, New York; James L. Bush, sponsor of the "I Have a Dream" program at the Mather School, Dorchester, Massachusetts; Chester E. Finn, Professor of Education at Vanderbilt and Director, Educational Excellence Network, District of Columbia; and Robert L. Albright, President, Johnson C. Smith University, Charlotte, North Carolina. (GLR)

ED 333 779 HE 024 604

Sontz, Ann H. L.
The American College President, 1636-1989: A Critical Review and Bibliography. Bibliographies and Indexes in Education Number 10.
PUB DATE - 91
NOTE - 176p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Reference Materials - Bibliographies (131)
DESCRIPTORS - *Administrator Responsibility; *Administrator Role; Biographies; *College Presidents; Criticism; Educational Finance; Educational History; Fund Raising; Higher Education; *Leadership; Trend Analysis

This 1,386-entry bibliography includes materials relevant to early American and nineteenth-century academic presidencies and encompasses a specialized corpus of literature written by academic administrators since the early 1960s. The bibliography is divided into four general areas: bibliographies; background sources; biographies; and presidential works. The volume's foreword describes the bibliography's organization and discusses selection criteria. The bibliography itself is preceded by a brief introductory essay that outlines a few of the major trends that have dominated research on the academic presidency, as well as a critical review of the past and current role of the college president and the changes in function and perception of this role from early America to 1988. The separate section on background works includes general and theoretical works on the study of higher education and academic leadership; historical studies; references to criteria for presidential assessment and selection; citations relevant to academic finance, fundraising, and philanthropy; and references to issues confronting presidents of women's, minority, and sectarian institutions. The volume contains author and subject indexes. (GLR)

ED 333 780 HE 024 605

Altbach, Philip G., Ed.
International Higher Education: An Encyclopedia. Volumes 1 and 2.
State Univ. of New York, Buffalo. Comparative Education Center.
PUB DATE - 91
NOTE - 1,165p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Reference Materials - General (130), Collected Works - General (020)
DESCRIPTORS - Academic Freedom; Accountability; Activism; Educational Change; *Educational Status Comparison; Essays; *Foreign Countries; Foreign Students; Graduate Study; *Higher Education; *International Education; Labor Market; Professional Autonomy; Social Action; Womens Education
IDENTIFIERS - Africa; Asia; Australia; Europe; Latin America; Middle East; North America

This two-volume set contains a total of 67 essays on the subject of international higher education. The essays present up-to-date, statistical, and other factual information about the topic, as

Bargaining; *College Faculty; *Contracts; *Employment Practices; Equal Opportunities (Jobs); Faculty Evaluation; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Insurance; Job Layoff; Leaves of Absence; Part Time Faculty; Personnel Policy; Professional Development; Records (Forms); Reduction in Force; Released Time; Retirement; Sabbatical Leaves; *State Universities; Teacher Dismissal; Teacher Employment Benefits; Teacher Placement; Teacher Promotion; Teacher Salaries; Teacher Strikes; Tenure; Travel; Trustees; Unions
IDENTIFIERS - *AAUP Contracts; American Association of University Professors; *Central State University OH

This document presents the agreement between Central State University and the Central State University Chapter of the American Association of University Professors (AAUP) for the period September 1, 1988-August 31, 1991. The contract details the following 48 articles: agreement; agreement construction; recognition of the bargaining unit; AAUP principles; academic freedom; non-discrimination and affirmative action; maintenance of practices; institutional responsibilities; academic safeguards and responsibilities; governance of the university; faculty representatives' attendance at board of trustees meetings; the academic department; faculty personnel policies; faculty personnel procedures; termination for cause; termination because of discontinuation of a degree program; workload; evaluations; personnel files; faculty improvement, professional and personal leaves of absence; court, military and political leave; sick leave; special or emergency leaves; special duty assignments; professional travel; parking; patents and copyrights; provisions for emeriti; appointment year and salary checks; initial salaries; across-the board salary adjustments; minimum salaries; salary adjustments for years of service; compensation study committee; overloads, extra compensation; summer school compensation; additional compensation; medical insurance; dental insurance; life insurance; disability insurance; retirement programs; fees; rights and duties of the AAUP as agent; grievance and arbitration; agreement management; savings and separability; and duration and amendment. Appendixes contain four forms pertaining to grievances and dues collection. (JB)

ED 333 799 HE 024 645

Hilton, Peter; Anderson, Richard L.
Review of Mathematics and Statistics: State University System of Florida.
State Univ. System of Florida, Tallahassee. Board of Regents.
PUB DATE - 12 Apr 91
NOTE - 143p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - General (140), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Curriculum Development; Degrees (Academic); Educational Planning; Higher Education; *Mathematics Curriculum; *Mathematics Instruction; Mathematics Teachers; Needs Assessment; Salaries; State Colleges; State Surveys; State Universities; *Statistics
IDENTIFIERS - *Florida; State University System of Florida

This report presents a second program review of Mathematics and Statistics in the State University System of Florida (SUS) that was conducted in 1989-90. The report reveals that all nine SUS institutions offer degree programs in Mathematics; five SUS institutions offer 10 degree programs in Statistics. It is noted that improvement has occurred since the last program review five years ago; however, the following areas are still of concern: (1)

intervention which reinforce classroom learning, in developing undergraduate instruction with a common vision which prepares students for an interdependent and multicultural world, in facilities development (debts for repair or construction often directly raise tuition), and in rethinking methods for tuition financing. (22 references) (JB)

ED 333 819 HE 024 668

McFerron, J. Richard; And Others
The Graduate School: Teaching and Research Support in Higher Education.
American Sociological Association, Washington, D.C.
SPONS. AGENCY - Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; Indiana Univ. of Pennsylvania.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE - May 91
NOTE - 317p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - *Administrator Attitudes; Biological Sciences; Chemistry; College English; *College Instruction; College Mathematics; Deans; Department Heads; Departments; *Graduate School Faculty; Graduate Study; Higher Education; History; Intellectual Disciplines; Music; Political Science; Psychology; Research Methodology; Sociology; *Teacher Administrator Relationship; *Teacher Attitudes

This monograph summarizes the data from a study designed to evaluate how university deans, department chairmen and faculty view teaching related activities. A methodological problem which limited the analysis of a similar, earlier study prompted the development and execution of this research. An introductory section describes the earlier flawed study. There follows a description of the methodology for the current study: deans, department chairs and faculty were surveyed in nine disciplines within a national sample of colleges and universities; the study used a sample of 453 institutions and sent surveys to deans, departments chairs and faculty with 54 percent of deans and department chairs and 38 percent of faculty returning the survey (the final total was 142 deans, 392 chairs, and 1,172 faculty). In addition, to permit the testing of theories about differences among the disciplines, three disciplines were selected from each of the following areas: (1) the physical sciences (biology, chemistry, mathematics); (2) the social sciences (political science, psychology, sociology); and (3) the humanities (English, history, music). The bulk of the document consists of a series of tables presenting the data from the study. Many tables permit comparisons between disciplines. An index to the tables is included, and to assist in further research, the tables have been cross-referenced by category. (JB)

ED 333 820 HE 024 669

Altonji, Joseph G.
Accounting for Uncertain Educational Outcomes in Estimating the Return to Education. Technical Paper No. 15.
National Center on Education and Employment, New York, NY.; Rand Corp., Santa Monica, Calif.
SPONS. AGENCY - Northwestern Univ., Evanston, Ill. Center for Urban Affairs.; Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE - Feb 90

university employees. The essays were prepared for a conference that was convened by the New England Board of Higher Education in Boston to help interpret the meaning and significance of what has been taking place in the higher education pension and retirement marketplace. Among the essays' topics and general discussions are the following: (1) the broad issues facing pension plan administrators; (2) key areas to consider in providing retirement investments and services to faculty and staff; (3) market timing for university retirement funds; (4) the two new options ("transferability" and "cashability") that are available to participants in the Teachers Insurance Annuity Association-College Retirement Equities Fund (TIAA-CREF) pension system; and (5) several observations about investing and recessions, the attraction of stocks, risks in stocks, comments about balancing portfolios, and market timing and index funds. Included is a discussion of the experience at Tufts University (Massachusetts) in making policy decisions regarding pension plans. (GLR)

ED 333 839 HE 024 698

Ford, Jerry
Houston Baptist University Academic Advising Handbook, 1990-91.
Houston Baptist Univ., TX.
PUB DATE - Aug 90
NOTE - 131p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Academic Advising; College Students; Counselor Role; *Educational Counseling; Faculty Advisers; Faculty Handbooks; Guidelines; Higher Education; Occupational Information; Postsecondary Education; Resource Materials; *School Counseling
IDENTIFIERS - *Houston Baptist University TX

This handbook, created for use at Houston Baptist University (Texas), is designed to assist student advisors in order to make the role of an advisor a more meaningful and significant experience. The handbook, is divided into three sections. The first section contains research data concerning academic advising. Included are definitions of advising, roles and functions of academic advisors, behavioral objectives, and limitations of academic advising. Section two is a collection of various lists, resource materials, and articles that can be utilized in advising situations. Specifically included is a listing of "Houston Baptist University Advisor Responsibilities--1990-91," which can be used to direct quarter by quarter advising activities. The third section contains information pertaining to specific departments and to specific Houston Baptist University regulations. The manual contains a 57-item bibliography and appendices which include the Christianity, English, and History Advising Table, 1990-91; the Mathematics and Natural Science Advising Table, 1990-91; and registration and grading questions. (GLR)

ED 333 840 HE 024 699

Altonji, Joseph G.
Controlling for Personal Characteristics, School and Community Characteristics, and High School Curriculum when Estimating the Return to Education. Technical Paper Series.
National Center on Education and Employment, New York, NY.; Northwestern Univ., Evanston, Ill. Center for Urban Affairs and Policy Research.; Rand Corp., Santa Monica, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED),

recommendations for further research. Contain 193 references and an index. (GLR)

ED 333 858 IR 015 019

Rice, Gary E.
Examining Constructs of Highlighting Using Two Modes: Paper versus Computer.
PUB DATE - 3 Apr 91
NOTE - 9p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; *Computer Assisted Testing; Higher Education; *Intermode Differences; Learning Theories; *Study Skills
IDENTIFIERS - *Highlighting (Text); *Paper and Pencil Tests

This study examined the constructs of a study skill--highlighting--to determine whether the constructs for highlighting in a paper mode would be the same as highlighting in a computer mode. Constructs are defined as the underlying processes that are elicited in an experimental setting and that provide a basis for explaining the relations among the outcomes which are dependent upon subjects, stimulus materials, administration procedures, and scoring procedures and criteria. Two passages originally used by Messick (1989), one causal (rhetorical units) and one collection (idea units), were used in this experiment. The subjects, 120 undergraduate and graduate students (55% male and 45% female) enrolled in summer classes at a large university, were divided into four groups of 30. Two groups highlighted the causal type passage and two groups the collection type passage from either the computer or paper presentation. All four groups were administered the "Computer Readiness Index," and the two computer groups were given additional prior training to familiarize them with highlighting using the computer keyboard. A significant main effect was found for the paper presentation groups, who highlighted a significantly greater number of units than the computer groups. It is suggested that: (1) the computer groups may have had a more systematic approach to highlighting because of their prior training; (2) spreading-activation may have caused the subjects using pencil and marker to highlight clusters of units where the computer groups were more task-oriented; and (3) the use of highlighting text brings into play a different set of constructs when the material is presented via paper as compared to computer. (7 references) (BBM)

ED 333 859 IR 015 020

Poage, Julie A.
Computer Confidence: A Factorial Model for the Prediction of Success in an Introductory Computer Class for Preservice Teachers.
PUB DATE - Apr 91
NOTE - 10p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Computer Literacy; Correlation; *Education Majors; Elementary Secondary Education; *Factor Analysis; Goodness of Fit;

*Information Seeking; Information Technology; Interviews; *Library Services; *Minority Groups; Models; Outreach Programs; *Public Libraries; Questionnaires; Selective Dissemination of Information; Social Networks
IDENTIFIERS - *California; *Gatekeeper Role

This study examined the information seeking behavior of gatekeepers in five ethnolinguistic communities: American Indian, Chinese, Japanese, Korean, and Latino. Personal interviews were conducted with 129 gatekeepers and a conceptual information model was used to generate an analytical framework for presenting and discussing the data. The major findings reveal that gatekeepers: (1) are multilingual and multiliterate; (2) communicate regularly and extensively with their communities through their interpersonal network of family and friends; (3) network with community organizations and institutions; (4) rely on the telephone for receiving and responding to information requests; (5) utilize a variety of information technologies, including computers, when responding to information requests; (6) depend on English and non-English mass media for information; (7) identify a hierarchy of information needs for themselves and their communities; and (8) indicate high levels of library awareness. These and other findings have implications for the public library in identifying gatekeepers in the community; designing, implementing, and testing a selective dissemination of information (SDI) model for gatekeepers; formalizing the relationship between the library and those organizations comprising the gatekeeper's networks; and enhancing the use of multilingual information sources and services. Recommendations are offered for libraries serving these communities. Supporting data and copies of the interview schedule in English, Chinese, Japanese, Korean, and Spanish are appended. (BBM)

ED 333 878 IR 053 622

Outer Space...Calling All Readers. 1991 Summer Reading Program Manual.
North Carolina State Dept. of Cultural Resources, Raleigh. Div. of State Library.
PUB DATE - Dec 90
NOTE - 258p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)
DESCRIPTORS - Childrens Libraries; Disabilities; Elementary School Students; Elementary Secondary Education; Guidelines; Handicrafts; High School Students; Library Materials; *Library Services; Program Evaluation; *Public Libraries; *Public Relations; Questionnaires; *Reading Programs; *Summer Programs; Young Children
IDENTIFIERS - North Carolina

This manual provides guidelines and materials for librarians planning a summer reading program for children in North Carolina on the theme of outer space. An evaluation form to be returned to the State Library of North Carolina at the end of the summer is included. The introduction includes discussions of summer reading materials and programs; patterns (clip art) for a small poster and a reading record insert; suggestions for involving groups of children and providing library services to visually or physically impaired children; and a description of the Morehead Planetarium. The remaining eight sections focus on: (1) Sources and Resources (raising money, resources for programs, support from local

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Access to Information; Depository Libraries; *Government Publications; Guidelines; *Library Technical Processes; *State Government; State Legislation; State Libraries

Designed to make state documents more easily accessible and more widely available to the general public, these guidelines focus on the responsibilities that should be assumed at the state level by the library community of each state. The first guideline, Minimum State Servicing, is the most general. The Checklist, Inputting into Data Bases, and Depository Legislation guidelines address specific activities pertinent to state documents within the state. The fifth guideline, Distribution Center Activities, supplements the first four guidelines by listing additional activities appropriate for state level action. It is noted that these guidelines have been adopted by the American Library Association (ALA) and represent ALA policy. They have also been endorsed by the Chief Officers of State Library Agencies (COSLA). (BBM)

ED 333 895 IR 053 657

Roberts, LaDonne
Christmas in Your Library: Get To Know Gifts and Exchange.
PUB DATE - 90
NOTE - 6p.; Poster session presented at the Annual Conference of the American Library Association (Chicago, IL, June 24, 1990) and the Annual Conference of the Mississippi Library Association (Jackson, MS, November 7, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Academic Libraries; Higher Education; Library Acquisition; *Library Collection Development; Library Services; Policy Formation
IDENTIFIERS - *Gifts and Exchange Functions

Not every library has a specific department or area to handle its gifts and exchanges. This function is a vital part of every library program. This presentation is designed to increase awareness of the valuable contribution that the gifts and exchange function makes to the overall library program. Some of the contributions of the gifts and exchange program include: (1) materials received from individuals and agencies that enhance the library's collection development program; (2) exchanges received from members of various exchange organizations which replace missing periodical issues and monographs; and (3) university publications received from fellow institutions. Methods of increasing awareness include: (1) recognizing all gifts received with letters of appreciation; (2) posting announcements and articles pertaining to gifts and exchange in library/university newsletters; and (3) specifically recognizing exceptional gifts in monthly and annual reports to inform university and library administrators of these contributions. Two unusual sources of materials are noted: memorial gifts, and gifts of periodical subscriptions. Eight suggested readings are listed. (Author/BBM)

ED 333 896 IR 053 658

Chressanthis, June
What's Up Doc?: Communicating to the Staff about the Reclass Project.
PUB DATE - 90
NOTE - 13p.; Poster session presented at the Annual Conference of the American Library Association (Chicago, IL, June 23, 1990), and

statements from other schools can provide critical information for statement development; (3) college-wide involvement can be insured by appointing a representative task force, surveying all segments of the institution, conducting extensive reviews, involving the board and other constituencies, and providing regular progress updates to the college community; and (4) after a mission statement is adopted, campus-wide forums and mission statement brochures can help disseminate it to all important constituencies. Mission statements can include any of the following: an overall purpose statement; a brief history; a vision statement; and a description of student characteristics and desired outcomes. Revised mission statements may also focus on expanded partnerships with other institutions; greater appreciation of ethnic and cultural diversity; expanded use of technology; and a concern for the natural environment. (PAA)

ED 333 914 JC 910 287

Breitsprecher, Charles H.
Relative Effects of Verbal Mediation, Feedback Monitoring, and Alignment on Community College Learners' Achievement.
PUB DATE - May 91
NOTE - 132p.; Ed.D. Dissertation, University of San Francisco.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143), Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS - *Academic Achievement; *Achievement Gains; Community Colleges; Feedback; Geology; Literature Reviews; *Peer Groups; *Peer Teaching; Predictor Variables; Teaching Methods; Test Construction; *Tutoring; Two Year Colleges

In 1991, a study was conducted to assess the relative effects of verbal mediation (VM), feedback monitoring (FM), and instructional alignment (AL) on community college learners studying earth science topics. The study sought to investigate the proportion of test score variance explained by VM and FM and to compare this variance to the amount of test score variance explained by differing levels of instructional alignment (i.e., the extent to which stimulus conditions matched among three instructional components: intended outcomes, instructional processes, and instructional assessment). Twenty-two subjects were randomly selected from 760 students who were enrolled in introductory geology and geography classes at a community college. Each subject participated in five- or six-member peer groups, acting as both a peer tutor and a peer group member. Posttreatment multiple choice tests were administered to generate achievement raw scores. On each test, half of the items were misaligned with the content of the lesson. Thus, the difference between these scores represented the "alignment effect." Results indicated that alignment had the greatest overall effect on achievement and overshadowed the lesser effects of verbal mediation and feedback monitoring. However, findings suggested that college-age peer groups offer a functional alternative to the traditional science lecture class, and can produce achievement gains equivalent to those of standard instruction, in addition to offering supplementary benefits such as incidental learning and social interactions among peers. A literature review is included, along with forms, data sheets, procedure rules, and learning packets. (Author/JMC)

ED 333 915 JC 910 292

Dislocated Worker Assistance Center: Information Packet.
Joliet Junior Coll., Ill.
PUB DATE - 91

High Risk Students; *Intercollegiate Cooperation; Program Descriptions; School Holding Power; Student Recruitment; Two Year Colleges
IDENTIFIERS - *Maricopa Community College District AZ

As educators have come to realize that problems as complex as undereducation, illiteracy, lack of minority educational success, and poverty are too overwhelming for any single institution to address on its own, they have formed inter-institutional educational alliances. In the Maricopa County Community College District (MCCCD), a community college-university alliance marked the first inter-institutional wave. The second wave began in 1983 after the Arizona state legislature mandated coordination of high school and community college employment preparation programs, resulting in course credit articulation, occupational credential acceptance, and resource coordination. The latest wave of inter-institutional cooperation has produced the Think Tank project, an alliance spanning all levels of education, ranging from kindergarten through postsecondary education. The goal of Think Tank is to use the collective resources of member elementary, high school, and community colleges within the greater Phoenix urban area to insure that students enter, re-enter, and remain in school until their maximum learning potential and goals are realized. Achieving a College Education (ACE) programs are the hallmark of the Think Tank project. ACE alliances are multifaceted, involving the following key elements: early recruitment, scholarships, student assessment and placement, parental involvement, summer institutes for high school students, a sense of family between students and staff, financial aid, and problem-free transfer. In addition to the ACE programs, Think Tank has established a number of other cooperative programs, including on-line and on-site registration, on-line library access, parenting literacy, and an urban teacher corps. A list of inter-institutional educational alliances coordinated by the MCCCD is attached. (JMC)

ED 333 932 JC 910 324

Madden, John S.
Annual Benchmark Compensation Study for Administrative Positions. Management Report 1990-91/2.
Association of California Community Coll. Administrators.
PUB DATE - Feb 91
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Administrators; College Administration; College Presidents; Community Colleges; *Fringe Benefits; Multicampus Districts; Premium Pay; *Salaries; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS - *California Community Collleges

Based on responses to a survey of all California community college districts, this report provides 1990-91 compensation data for selected administrative positions to facilitate cross-district comparisons. Following introductory information on data collection and presentation, the report presents information on California's 19 multi-campus districts, and then on 46 single-campus districts. In both sections of the report, comparative demographic data are first presented for each district, followed by descriptions of the administrative positions for which compensation figures are provided. Tables then present the following two data elements for each position by district: (1) the maximum salary each district would be willing to pay for the described position based on the

the following: (1) during the 1987-88 academic school year, employees at CC provided assistance to 484 disabled students; (2) employment projections for the year 2000 indicate that the largest growing occupation will be salesperson/retail and the fastest growing occupation will be legal assistant; (3) the median annual income for 20-24 year old adult males in the United States is $9,524; (4) the strongest predictors of computer ownership and use among adults appears to be education, income level, type of employment, and the presence of children in the home; (5) between 1980 and 1987, 401,000 people migrated away from the west north central states, and 2,349,000 migrated to the pacific states; (6) among women 18-49 years of age, only 7% have not worked in the past two years nor plan to be employed in the next two years; (7) by the year 2020, it is projected that 38.2% of the population under the age of 18 will be minorities; and (8) the rising costs of private education will significantly increase enrollment demands at public institutions. (JMC)

ED 333 950 JC 910 345

Fillpot, James
Cerritos College Information Notebook, 1990-91.
Cerritos Coll., Norwalk, Calif. Office of Institutional Research.
PUB DATE - 91
NOTE - 308p.; Photographs may not reproduce well. For the 1988-89 edition, see ED 310 800.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Numerical/Quantitative Data (110)
DESCRIPTORS - *Associate Degrees; College Transfer Students; *Community Characteristics; Community Colleges; Employment Projections; *Enrollment Trends; Feeder Patterns; Geographic Distribution; *Population Trends; Program Descriptions; Racial Composition; *Student Characteristics; Tables (Data); *Teacher Characteristics; Two Year Colleges
IDENTIFIERS - Cerritos College CA

This notebook, which provides current statistical and comparative information on Cerritos Community College (CCC), is divided into eight detailed sections. Part I outlines current trends and challenges affecting education in California, focusing on changes in demography, ethnic proportions of students and staff at secondary and postsecondary levels, changes in the economic climate and workforce, and social trends. Part II presents numerical data and charts on such aspects of the CCC service area as demographic characteristics of district cities (i.e., gender, age, and racial distributions, as well as socioeconomic and educational status of district families); district residents' employment by occupation/industry; and the district's feeder high schools. Part III compares student characteristics at CCC and 11 other California community colleges of similar size with respect to transfer characteristics, full-/part-time status, gender, ethnicity, and age. Part IV is devoted to characteristics of CCC students, including enrollment rates of district high school graduates, geographic distribution of student residences, trends in probation and dismissal, placement levels of students tested from September 1989 to August 1990, ethnic distribution of degrees and certificates awarded from 1984-85 to 1989-90, participation in vocational education, and information on transfer students. Part V outlines CCC's instructional programs, student services, and community services, while part VI presents information on the age, ethnicity, and gender of full-time college staff. Finally, part VII supplies a financial overview of the district in the form of the 1989-90 CCC year-end budget, and part VIII provides economic and allow opportunities for parental participation; and (6) ensure opportunities for the full participation of parents who lack literacy skills or whose native language is not English. Appended are handouts, letters, surveys, and workshop agendas submitted by various Delaware school districts. (RH)

ED 333 968 PS 019 528

Burgess, Ruby; And Others
A Multicultural-Multidisciplinary Approach to Speech/Language Intervention with Black Children.
PUB DATE - Sep 89
NOTE - 34p.; Paper presented at the Annual Conference of the National Black Child Development Institute (Washington, DC, September 28-30, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Allied Health Personnel; *Black Dialects; *Black Youth; *Educational Practices; Elementary Secondary Education; *Interdisciplinary Approach; Intervention; Language Acquisition; *Language of Instruction; *Multicultural Education; Racial Bias; School Health Services; Special Education; Speech Pathology; Teacher Role
IDENTIFIERS - *African Americans

There is no better way to teach African-American children than through their dialect. Yet, American schools generally respond to the language needs of black youth inappropriately. This conference presentation focuses on appropriate educational practices that support the language and cognitive development of African-American children, and the ways in which special education, speech, and language professionals can work with teachers to alter black children's school environments. The introduction, Part I (Ruby Burgess), emphasizes the influence of cultural differences on students' success or failure in school. Part II (Nola Burl) delineates characteristics of the multidisciplinary team approach and implications for language intervention with black children. Discussion concerns the present implementation of the approach and the role of the speech-language pathologist as a multidisciplinary team member in establishing practices that support black children's language acquisition. The section concludes with an overview of current perspectives on language that are consistent with a multicultural perspective. Part III (Ralph Calhoun) explores the role of the special educator as it relates to language instruction and advocacy for African-American children. Concluding comments summarize goals and directions for multicultural education and list critical actions that need to be taken in implementing nonracist practices. There are 31 citations. (RH)

ED 333 969 PS 019 529

Fink, Dale B.
An Intergenerational Adventure: A Training Curriculum for Older Adult Caregivers Working with School-Age Children during the Hours after School.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE - 85
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom

DESCRIPTORS - *Age Differences; *Family Environment; Individual Development; *Language Acquisition; *Literacy; *Metalinguistics; Parent Attitudes; *Preschool Children; Preschool Education
IDENTIFIERS - *Emergent Literacy

In this investigation of the relationships among selected aspects of normal language development, emerging metalinguistic skills, concepts about print, and literacy experiences, 19 children 3 years of age were given 4 tests of language development, 12 metalinguistic tasks measuring phonological awareness, word awareness and structural awareness, and 2 measures of literacy knowledge. Literacy experiences were described following an in-home parent interview. The results clearly demonstrated that 3-year-olds can make metalinguistic judgments and productions in strucured tasks, with overall metalinguistic performance improving with age. Specific metalinguistic tasks varied in difficulty and probably in developmental order. The major domains of metalinguistic awareness (phonological, word, and structure) were significantly intercorrelated and also correlated with overall linguistic skill. Literacy knowledge was positively correlated with overall metalinguistic skill and specifically with phonological awareness. The interview data revealed that while parents varied in the emphasis they placed on the various purposes of literacy, all of the children were highly involved with reading and writing, observing great amounts of literacy activity in their homes and participating in reading and writing themselves every day. (Author)

ED 333 989 PS 019 639

Winsler, Adam; And Others
Self-Regulation Training and Private Speech in Impulsive Preschoolers.
PUB DATE - Apr 91
NOTE - 13p.; Project was supported by a grant from the Stanford Schools Collaborative.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; *Conceptual Tempo; Difficulty Level; Performance Factors; *Preschool Children; Preschool Education; Pretests Posttests; *Self Control; *Speech Habits; *Training
IDENTIFIERS - *Private Speech; *Self Regulation

On the basis of teachers' ratings of impulsivity, a group of 20 preschool children with a mean age of 51 months were assigned to groups of impulsive and non-impulsive subjects. Both groups were administered two measures of impulsivity as pre- and posttests: the Draw-a-Line Test and an adapted version of the Matching Familiar Figures Test. In addition, children were videotaped in pre- and posttest sessions while independently completing a selective attention task. Impulsive children participated in 15 training sessions, each of 15 minutes duration, that were designed to promote the effective use of spontaneous private speech during goal-directed activity. The effective use of private speech was facilitated through sensitive increases of task difficulty and contingent withdrawal of trainer control. Children's private speech and degree of impulsivity were assessed. Findings indicated that impulsive children emitted higher amounts of private speech before training, especially self-verbalizations typically considered "immature," such as descriptions of self and environment. Training reduced the amount of both low-level and total private speech emitted by the impulsive preschoolers. No effects of training were found on the laboratory measures of assessed covariation between parents across time points. Also assessed were the possibilities that: (1) parents differed according to sex of child; (2) mothers and fathers differed at each age of the child; and (3) parents' scores differed across the ages of the child. Results indicated that mothers reported more warmth, more encouragement of independence, and less strictness. Parents increased their emphasis on independence as the child grew older. Parental aggravation showed a complex relationship based on the parent, and the child's gender and age. When the child was 20 to 32 months old, parents increasingly covaried on their reported attitudes toward strictness and aggravation. Differences between mothers and fathers generally was related to the child's gender in such a way that mothers appeared to have more socialization demands for girls, and fathers more socialization demands for boys. (Author/RH)

ED 334 010   PS 019 708

Chapter 1 in Ohio: Elementary and Secondary Education Act. 25th Annual Evaluation Report, Fiscal 1990.
Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Apr 91
NOTE - 33p.; For 24th Annual Evaluation Report for Fiscal Year 1989, see ED 319 488.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Annual Reports; Child Neglect; *Compensatory Education; Costs; Delinquency; Disabilities; Elementary Secondary Education; Federal Aid; Inservice Education; Mathematics Instruction; Migrant Youth; Parent Participation; Program Descriptions; *Program Effectiveness; Reading Instruction; *State Programs; Student Participation; Tables (Data)
IDENTIFIERS - *Elementary Secondary Education Act; *Ohio; Parent Advisory Councils

This 25th annual report summarizes recent activities in Ohio that were provided by means of Chapter 1 of the Elementary and Secondary Education Act. Information presented concerns: (1) statistics for fiscal 1990; (2) participation trends; (3) instructional impact; (4) expenditure and staffing patterns; (5) parent involvement; and (6) 5-year trends. Initial discussion explains the basic Chapter 1 services provided by Ohio's public school districts. Statistics for the current year and 5-year trends clearly indicate that the program helps children become successful learners. Subsequent discussion describes the special Chapter 1 services provided for the children of migratory agricultural workers and handicapped, neglected, or delinquent children who are being educated in state agency schools. Statistics related to this part of the discussion also indicate the beneficial human impact of the supplemental services provided through federal aid to education. Thirty-four tables supplement the text. (RH)

ED 334 011   PS 019 712

Christopoulos, Christina
Childhood Peer Rejection and Aggression as Predictors of Intimacy/Involvement with the Parent in Adolescence.
PUB DATE - 91
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

ED 334 031 RC 018 114

Larson, Lisa
Native American Education Separate or Integrated?
Minnesota House of Representatives, St. Paul. Research Dept.
PUB DATE - Jun 90
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Academic Achievement; *American Indian Education; American Indians; Cultural Differences; *Educational Policy; *Educational Quality; Elementary Secondary Education; *Federal Indian Relationship; Legal Problems; *Racial Integration; *Racial Segregation
IDENTIFIERS - Bureau of Indian Affairs Schools; Native Americans

The courts have applied pressure on local school districts like the Mineapolis (Minnesota) district to reduce the concentration of minority children, including Native Americans, in the schools. This policy brief addresses the issue of creating separate elementary or secondary schools for Native American children. Proponents of separation argue that separate Indian schools, or a high concentration of Native American children in one or a limited number of schools, best meets the educational needs of Native American children. Some reasons public schools fail to meet the needs of American Indian students are: (1) traditions, values, culture, and language of American Indians are not recognized; (2) Indian parents' cannot influence board elections; and (3) school curriculum addressing Indian culture and history is lacking, and often perpetuates stereotypes. Opponents advocate an integrated school system arguing that students attain higher levels of achievement and prepare for functioning in a multi-racial society. Opponents of separation claim that states cannot discriminate to favor Native Americans through separate schools without violating equal protection standards. Proponents argue that Congress' special constitutional relationship with Native Americans enables states to establish separate schools to benefit Indians. (KS)

ED 334 032 RC 018 163

Childers, Robert D.
Implementation of the Writing To Read Program in 13 Rural Elementary Schools in Southern West Virginia: A Two-Year Evaluation. Final Report.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY - Appalachian Regional Commission, Harrisburg, PA.
PUB DATE - 24 Oct 90
NOTE - 60p.; For 1988-89 annual report, see ED 320 744.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Computer Assisted Instruction; Grade 1; Instructional Effectiveness; Kindergarten; Primary Education; Program Effectiveness; Program Evaluation; *Reading Instruction; *Reading Writing Relationship; *Rural Education; Rural Schools; Student Improvement; Teacher Attitudes; *Writing Instruction
IDENTIFIERS - West Virginia; *Writing to Read Program

During the 1988-89 school year, 55 Writing to Read (WTR) labs were installed in Kentucky, Virginia, and West Virginia elementary schools, as the result of a partnership between the Appalachian Regional Commission and the IBM Corporation. This report evaluates the WTR program implemented in 13 southern West Virginia rural

Sociological Association (Washington, DC, August 11-15, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Community Development; *Community Leaders; Community Organizations; Decision Making; *Economic Climate; Leadership; *Rural Areas; *Social Networks
IDENTIFIERS - *Community Viability; Missouri; *Small Towns

This study uses a comparative analysis of 17 northwest Missouri communities to determine the relationship between viability of rural communities and: (1) leadership patterns; (2) specific aspects of community development organizations; and (3) community organizing strategies. Populations of the communities range from 1,000 to 2,500. Based on such measures as population change, sales tax revenue, and high school enrollment change, an index of viability was constructed for each of the 17 communities, and the communities were ranked based on this score. Communities at the extremes in the array of viability were selected as sites for a comparative analysis of leadership characteristics and network patterns. Informed people in the communities listed leaders in 19 categories. Leaders were rated and top scorers were interviewed. Membership on community development boards was associated with community viability. All leaders had significant external social networks, but the size of a leader's internal network with other leaders in the community was positively associated with high viability. No support was found for the hypothesis that community development organizations achieve greater community viability by recruiting specific occupational groups for officers and directors; however, bankers and news related professions were found to play a key role in community viability. In a particular small viable community, it was found that mobilization and community action took place through leaders of key business organizations, and community-wide support was sought only after an issue was addressed and sanctioned by these influential people. (KS)

ED 334 051 RC 018 256

Croninger, Bob
The Social Context of Schooling: What Research and Theory Can Tell Us.
Intercultural Development Research Association, San Antonio, Tex.
PUB DATE - May 91
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Journal Articles (080)
DESCRIPTORS - *Academic Achievement; Cooperative Learning; Cultural Differences; Elementary Secondary Education; Females; *Minority Group Children; *Social Environment; Student Attitudes; *Teacher Attitudes; *Teacher Student Relationship

The social context in which instruction takes place dramatically affects individual learning, particularly for female and minority students. Social context refers to the understandings and expectations that teachers and students use to make sense of each other's behavior. It is hypothesized that some students fail because learning, as presented by their teachers, does not make sense. Teachers and students from different ethnic groups bring to the classroom diverse cultural expectations about school, what is to be accomplished, and how it is to be done. Class and gender also create cultural expectations that vary within and across ethnic groups. Power and status outside of school affect the

SPONS. AGENCY - National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE - Aug 90
NOTE - 71p.; For a preliminary paper on this subject, see ED 300 245.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Algebra; *Computer Assisted Instruction; Computer Software Development; Computer Software Evaluation; Educational Media; Educational Technology; High Schools; *Individualized Instruction; Learning Strategies; Mathematics Education; *Mathematics Instruction; *Programed Instructional Materials; *Programed Tutoring; Secondary School Mathematics; Teaching Machines; Teaching Methods
IDENTIFIERS - *Tutor (Computer Program)

The stated goal of Individual Computer-Assisted Instruction (ICAI) research is the development of computer software that combines much of the subject matter being studied, any particular student's learning schema, and the pedagogical knowledge of human tutors into a powerful one-to-one learning environment. This report describes the initial steps in the research to design an intelligent tutor for basic algebra. Early observations indicated that one specific tutor version would be too limited, hence emphasis was focused on development of a generic tutor from which many tutor versions could be forged. This report documents the rationale for redirecting the overall research effort, the development of the generic tutor, the development of tutor versions from that generic model, and the efforts to evaluate those various tutor versions. The following are included: (1) an introduction with research goals and report organization; (2) a rationale for development of a core tutor and an outline of its components; (3) the physical specifications of the core tutor and design specifications of three tutor versions--the passive tutor, the multiple-representations tutor, and the goal-commands tutor; (4) an empirical evaluation and subsequent analysis of the passive tutor and its uses; (5) the conclusions drawn from this stage of ICAI research with prospects for future directions; (6) the student attitude/background survey and the mathematics achievement test used in the assessment procedure; and (7) 37 references. (JJK)

ED 334 070 SE 052 149

Guidelines for Teaching Geometry.
Texas Education Agency, Austin. Div. of Curriculum Development.
PUB DATE - 90
NOTE - 62p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Geometry; High Schools; *Instructional Materials; Learning Activities; Learning Strategies; Mathematics Education; *Mathematics Instruction; *Secondary School Mathematics; State Curriculum Guides; Teaching Methods
IDENTIFIERS - *Texas

This guidebook is designed to assist teachers and other local school district personnel in the planning and the teaching of the high school geometry course, with essential elements as mandated by the Texas State Board of Education in 1989. Research on student learning in geometry provides the logical rationale for the

PUB DATE - 87
NOTE - 173p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Content Area Reading; Elementary Education; Elementary School Curriculum; Mathematics Skills; Reading Skills; Skill Development; *Social Studies; *State Standards; Student Educational Objectives; Student Evaluation
IDENTIFIERS - Expanding Environment; *Seminole County School District FL

This elementary social studies guide developed by Seminole County Board of Public Instruction, Florida, outlines the social studies program for grades K-5. The course outline for each grade level has been developed around the Florida state minimum performance levels for reading and mathematics and around the state standards of excellence for social studies. The objectives for free enterprise and consumer education are included in the course outlines. The Florida comprehensive test of basic skills objectives are also built into the guideline. The guide presents the time frame for the social studies program, the social studies skills to be taught, and the Seminole County performance objectives. Textbooks to use with the guide are listed. The guide is based upon the expanding environments curriculum model. (DB)

ED 334 089 SO 021 045

High School Law Awareness Curriculum Guide, 1980.
Seminole County Board of Public Instruction, Sanford, Fla.
PUB DATE - 80
NOTE - 159p.; For a related document, see SO 021 043.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Citizenship Education; Curriculum Development; Curriculum Guides; High Schools; Instructional Materials; Integrated Activities; Interdisciplinary Approach; *Law Related Education; Learning Activities; Social Studies; *United States History
IDENTIFIERS - Seminole County School District

Instructional materials, activities, and lesson plans used to teach high school students about the law, the legal process, and the legal system are presented. The materials are intended to be incorporated into the U.S. history curriculum. The following topics are covered: procedure for trial simulation; the Boston Massacre; the debate over ratification of the Constitution; power of the Presidency; the right of the individual vs. national security, alien, and sedition acts; treatment of Native Americans; Civil War--questions of constitutionality; Presidential impeachment; the 1894 Pullman Strike; the issue of presumed innocence; the Homestead Strike--a legal approach; war powers; Roosevelt's court packing case; rules of war--World Wars I and II; internment of Japanese-Americans during World Wars II; the Nuremberg trials; freedom of speech and the Nazis; the McCarthy era; draft laws; the United Nations; and freedom of religion. (DB)

ED 334 090 SO 021 177

Anderson, Gillian B., Comp.
Music for Silent Films: 1894-1929. A Guide.
Library of Congress, Washington, D.C.
PUB DATE - 88

Educational Policy; Elementary Secondary Education; *Fine Arts; Mail Surveys; *Music Education; Public Schools; Theater Arts; Visual Arts
IDENTIFIERS - *Art Literacy; *Indiana

This report is the culmination of a project that assessed the status of arts education in the public schools in Indiana. Detailed information on Indiana's total arts education program, including the areas of music, visual art, theater and dance education, was solicited by a comprehensive mail survey. An executive summary states that: arts literacy should become a basic part of education; all students should learn the basics of arts education; there should be increased number of art specialists; and citizens need to promote arts education in Indiana. Survey results and nine recommendations made by the Indiana Arts Education Task Force are provided. The task force outlines a method to introduce arts literacy and ways various organizations can support the arts, including the Indiana State Board of Education, the Indiana Department of Education, and the Indiana Arts Commission, as well as professional arts education associations and local teacher organizations. (KM)

ED 334 116 SO 021 354

Yau, Maria
A Holistic Approach to Evaluation: An Example from the Visual Arts.
Toronto Board of Education (Ontario).
PUB DATE - 90
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Journal Articles (080), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Academic Achievement; *Art Education; *Educational Assessment; Evaluation Methods; *Evaluation Needs; Evaluation Problems; Evaluation Research; Foreign Countries; Formative Evaluation; *Holistic Evaluation; Participant Observation; Portfolios (Background Materials); Secondary Education; *Student Evaluation; *Visual Arts
IDENTIFIERS - ARTS PROPEL (Ontario)

This document illustrates holistic methods of evaluation, using an example of a new arts assessment mechanism developed by researchers involved in a five-year, large-scale assessment project called ARTS PROPEL. It is noted that these methods can be applied in many other content areas. ARTS PROPEL's philosophy and ministry guidelines are outlined and compared to the latest Ontario Ministry of Education curriculum guidelines in visual arts. Both ARTS PROPEL's developers and the Ontario Ministry of Education agree that: (1) assessment in the arts should not be restricted to the evaluation of final products; (2) there should be an emphasis on arts learning; and (3) the assessment process should not be an end in itself but should have instructional and learning value for both teachers and students. Two major assessment instruments devised by ARTS PROPEL, domain projects and portfolios, are explained. Domain projects are class exercises with two functions: (1) to provide learning exercises for students; and (2) to offer a vehicle for teachers to assess their students' artistic skills and learning development. The document provides an example of a domain project concerning composition, and argues that portfolios allow teachers to evaluate their students long-term artistic development. It also outlines what these portfolios should contain. The document concludes that while holistic methods of assessment are complex, they allow students to learn production skills in relation to their work. (KM) siblings of children with special needs. Section IV presents guidelines for developing five workshops on the following topics: (1) identifying children with special needs; (2) introduction to handicapping conditions; (3) communication skills; (4) behavior management; and (5) family involvement. Section V contains separate modules of materials concerned with high risk children and children with hearing, visual, motor, speech/language, cognitive, health, social, emotional, and behavioral needs. Handouts and supplementary materials are also provided. Two glossaries list special needs terms and abbreviations. (DB)

ED 333 634 EC 300 387

Shaffer, David, Ed.; And Others
Prevention of Mental Disorders, Alcohol, and Other Drug Use in Children and Adolescents. OSAP Prevention Monograph-2.
Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.; American Academy of Child and Adolescent Psychiatry, Washington, DC.
PUB DATE - 90
NOTE - 484p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE - Collected Works - General (020), Information Analyses/State-of-the-art Materials (070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adolescents; *Alcoholism; At Risk Persons; Behavior Disorders; Children; Chronic Illness; *Delivery Systems; *Drug Abuse; *Emotional Disturbances; Intervention; Learning Disabilities; Mental Disorders; Parent Influence; *Prevention; Professional Education; Public Policy; Research Needs; Suicide; Theory Practice Relationship

Compiled in this volume are summaries of the knowledge base on prevention of alcohol and other drug use and mental disorders in children and adolescents. The papers address risk factors, preventive interventions, conceptual and methodological issues, epidemiology, identification, service delivery and treatment, research, and professional training. After an introduction by Irving Philips, papers with the following titles and authors are presented: "Commentary: The Integration of Problem and Prevention Perspectives: Mental Disorders Associated with Alcohol and Drug Use" (Morton M. Silverman); "Conceptual Issues in Prevention" (Arnold J. Sameroff and Barbara H. Fiese); "The Prevention of Child and Adolescent Disorders: From Theory to Research" (Raymond P. Lorion and others); "Prevention Programming as Organizational Reinvention: From Research to Implementation" (Richard H. Price and Raymond P. Lorion); "Public Policy: Risk Factor or Remedy?" (Leon Eisenberg); "Psychiatric Disorder in Parents as a Risk Factor for Children" (Michael Rutter); "Risks for Maladjustment Associated with Chronic Illness in Childhood" (I. Barry Pless and Terence M. Nolan); "Prevention of Psychiatric Morbidity in Children after Disaster" (Robert S. Pynoos and Kathi Nader); "Conduct Disorder: Risk Factors and Prevention" (D. R. Offord); "Prevention of Alcohol and Drug Abuse: A Critical Review of Risk Factors and Prevention Strategies" (Karol L. Kumpfer); "Prevention Issues in Youth Suicide" (David Shaffer and others); "Prevention of Learning Disorders" (Archie A. Silver and Rosa A. Hagin); "Prevention of Psychiatric Disorders in Children and Adolescents: A Summary of Findings and Recommendations from Project Prevention" (David Shaffer). Reference lists follow each chapter. (JDD)

ED 333 635 EC 300 388

services; and collaborative linkages among courts, schools, correctional facilities, and aftercare programs); (6) future trends (more private facilities, intermediate sentencing, and larger numbers of serious offenders in juvenile facilities); and (7) professional development (covering dropout prevention, functional curricula, and advocacy support for disabled students at risk for adjudication). Includes 56 references. (DB)

ED 333 655 EC 300 411

Simpson, Richard L.; And Others
Social Skills for Students with Autism. Working with Behavioral Disorders: CEC Mini-Library.
Council for Exceptional Children, Reston, Va.
PUB DATE - 91
NOTE - 31p.; For other documents in this set, see EC 300 409-417.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Autism; *Behavior Change; Elementary Secondary Education; Generalization; *Interpersonal Competence; Interpersonal Relationship; Maintenance; Peer Relationship; Peer Teaching; Prompting; Teaching Methods; Tutoring
IDENTIFIERS - Direct Instruction

This booklet reviews the literature and suggests effective strategies for teaching social skills to children and youth with autism. The first chapter reviews the four common approaches for promoting social development. An individual chapter is then given to each of these: direct skill instruction; antecedent prompting procedures; peer-initiated strategies; and peer tutoring. The next section identifies 17 guidelines for instructional development for these students, including among others: match social interaction programs to students' needs and settings; establish reasonable social interaction expectations; program for interaction quality as well as quantity; be sensitive to local social interaction norms and conditions; recognize that not all regular class students will be appropriate for social interaction programs; reduce aberrant behaviors prior to initiating social interaction programs; consider the importance of setting and material variables; tailor reinforcement to meet individual needs; educate tutors and others about autism; generalize social skills; and maintain acquired social skills. Includes 57 references. (DB)

ED 333 656 EC 300 412

Polsgrove, Lewis, Ed.
Reducing Undesirable Behaviors. Working with Behavioral Disorders: CEC Mini-Library.
Council for Exceptional Children, Reston, Va.
PUB DATE - 91
NOTE - 42p.; For other documents in this set, see EC 300 409-417.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Behavior Change; *Behavior Disorders; Behavior Modification; *Behavior Problems; Classroom Techniques; Elementary Secondary Education; Punishment; Reinforcement; Timeout
IDENTIFIERS - Aversive Stimuli

This booklet reviews the literature and offers procedures to reduce undesirable behavior in school settings. The following topics are

For each unit, the curriculum contains background information, a chart depicting visual organization of the topics, short-term objectives, field trip ideas, speaker ideas, bulletin board ideas, snack suggestions, play group ideas, parent letter, colleague letter, pretest, exploratory activities, guided activities, free and inexpensive teaching resources, clip art, questions and topics for independent study, closure activities, unit evaluation, a vocabulary list, and a bibliography. (JDD)

ED 333 676 EC 300 432

South Carolina Curriculum Framework for Gifted and Talented Academic Programs.
South Carolina State Dept. of Education, Columbia.
PUB DATE - 90
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Curriculum Development; Educational Principles; Elementary Secondary Education; *Gifted; Special Education; *Special Programs; Staff Development; State Standards; Student Needs; *Talent
IDENTIFIERS - Differentiated Curriculum (Gifted); *South Carolina

The goal of gifted and talented education in South Carolina is to identify and nurture potential through the development of specialized curriculum offerings modified and adapted to meet the unique learning styles, learning rates, interests, abilities, and needs of gifted and talented students. An appropriate program for gifted and talented students reflects modification of four major components: content, process, learning environment, and student outcomes and products. This publication delineates the fundamental principles for modifying or differentiating curriculum in each of these four areas. A final section highlights the need for a coordinated staff development plan addressing the four areas. (JDD)

ED 333 677 EC 300 433

Interacting for Quality Learning: A Gifted Education Strategic Plan for the 1990's. 1990's.
Ohio State Dept. of Education, Worthington. Div. of Special Education.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Mar 91
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Change Strategies; *Educational Objectives; Educational Planning; Elementary Secondary Education; Futures (of Society); *Gifted; Long Range Planning; Program Implementation; Role of Education; State Programs; *Statewide Planning
IDENTIFIERS - *Ohio; Strategic Planning

The mission of education for Ohio's gifted students is to prepare them to be contributing members of society by providing appropriate programs and services designed to develop and maximize their unique abilities and enhance personal growth. To assist school districts with implementation of this mission, this

Developmental Services offices; and offices of Social Security. (DB)

ED 333 695 EC 300 451

O'Neill, John; And Others
Supplement for Administrators and Supervisors. A Curricular Approach to Support the Transition to Adulthood of Adolescents with Visual or Dual Sensory Impairments and Cognitive Disabilities.
City Univ. of New York, N.Y. Hunter Coll.; Jewish Guild for the Blind.
SPONS. AGENCY - New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 54p.; For related documents, see EC 300 449-453.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Administrator Role; Agency Cooperation; *Education Work Relationship; Financial Support; Individualized Programs; Inservice Education; Legal Responsibility; *Mental Retardation; *Multiple Disabilities; Scheduling; School Community Relationship; Secondary Education; Transitional Programs; Transportation; *Visual Impairments; Vocational Education
IDENTIFIERS - Community Based Education; *New York

This handbook supplement, for administrators and supervisors, is part of a packet intended to aid educators, families, and adult service providers to facilitate the transition from school to adult life in the community for students with both cognitive disabilities and visual or dual sensory impairments. Emphasis is on preparation of students for adult lifestyles through transition planning and community based instruction, including vocational experiences. An introduction notes the administrator role in assuming leadership at both the systems level and building (or program) level. The next section identifies issues in the administration of community-based instructional programs including scheduling student time; utilization of staff, parents, and volunteers; transportation to and from community sites; liability issues; funding community-based activities; orientation and training of staff and parents; and vocational experiences. Considered briefly are the role of the administrator in transition planning and interagency councils. Appendices include: a list of five references, a sample Individualized Transition Planning form, state offices of Title VI-C coordinators, and a discussion guide for a staff orientation film. (DB)

ED 333 696 EC 300 452

O'Neill, John; And Others
Supplement for Adult Service Providers: A Curricular Approach To Support the Transition to Adulthood of Adolescents with Visual or Dual Sensory Impairments and Cognitive Disabilities.
City Univ. of New York, N.Y. Hunter Coll.; Jewish Guild for the Blind.
SPONS. AGENCY - New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 86p.; For related documents, see EC 300 449-453.

A set of 20 learning modules in early U.S. history for students of English as a Second Language are presented. They are intended for use in alternative classes for limited-English-speakers or in mainstream U.S. history classes as individualized assignments, to give students a basic foundation in U.S. history, introduce them to some of the reading and thinking skills needed to understand social studies materials, and reinforce the English instruction the students are getting elsewhere. Units cover pre-Columbian history, discovery and exploration, the colonial period, and the American Revolution. The content and language have been simplified. Each unit contains a vocabulary section, a short reading, history activities, language activities, and a key to the activities. The vocabulary section includes a word list, definitions, and sentences illustrating word-usage and previewing the reading. Maps and illustrations are provided. (MSE)

ED 333 716 FL 019 199

Chyu, Chi-Oy W.
Teaching Mathematics Problem Solving to Students with Limited English Proficiency through Nested Spiral Approach.
PUB DATE - Jan 91
NOTE - 19p.; Paper presented at the Annual Meeting of the National Association of Bilingual Education (Washington, DC, January 9-12, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Affective Objectives; Classroom Techniques; *Cultural Traits; *English (Second Language); Grade 8; Instructional Effectiveness; Junior High Schools; *Limited English Speaking; *Mathematics Instruction; *Problem Solving; Teaching Methods
IDENTIFIERS - *Nested Spiral Approach; New York City Board of Education

The Nested Spiral Approach (NSA) is an integrated instructional approach used to promote the motivated learning of mathematics problem solving in limited-English-proficient (LEP) students. The NSA is described and a trial use is discussed. The approach extends, elaborates, and supplements existing education and instruction theories to help LEP students by paying special attention to student needs and incorporating strengths stemming from their cultural heritage into teaching practices. NSA activates and uses interactive characteristics in four aspects of learning through: balanced emphasis on native language and English; three teaching cycles in each lesson; five steps in each cycle; and the application of six guiding principles. The principles include the following: (1) connection, emphasizing interaction between student and teacher, between teaching and learning, and among mathematical topics; (2) continuity of learning activities; (3) comparison for sharpening contrast and making analogies between cultures, languages, and mathematics topics; (4) complementation, which acknowledges and uses the interdependence between content and language; (5) flexibility in learning context; and (6) versatility through exposure to various learning activities. Trial of this approach with a class of bilingual Chinese eighth-graders showed encouraging results. All students made significant progress in both mathematics and language learning. (Author/MSE)

ED 333 717 FL 019 201

Latin Curriculum Standards. Revised.

Level; *English (Second Language); Higher Education; Language Research; *Language Skills; Linguistic Theory; *Oral Language; Recall (Psychology); *Second Language Learning; Short Term Memory

A study compared the effects of cognitive complexity on the speech production of 14 advanced non-native speakers of English and 14 native English-speakers. Cognitively simple and complex tasks were distinguished based on text type (narrative versus expository). Subjects read one narrative and one expository text in separate sessions, then wrote about the texts (short-term recall), had an unrelated conversation, and were asked to reproduce the texts orally. Three types of measure were used: fluency measures (pause length, phonation time, speech rate, articulation, phrase length), proposition recall measures (recall of simple propositions in the text in question), and reading time. Results indicate that the native English speakers (L1s) recalled an equal percentage of propositions on both text types, and the non-native speakers (L2s) recalled a higher proportion of propositions in the narrative text, suggesting that cognitive complexity has a more robust effect on L2s than L1s. In addition, it was found that fluency (speech rate and phrase length) varied significantly for both L1s and L2s across text types, while articulation rate varied for L2s only. A subtle effect appeared in the interaction between phonation time and the number of propositions reproduced in both groups. Subjects' private speech emerged as a significant factor. (MSE)

ED 333 738 FL 019 235

Zhang, Xue Bin
L'emploi des connecteurs francais dans l'expression d'etudiants chinois: Observation et analyse (The Use of French Connectors in the Expression of Chinese Students: Observation and Analysis).
International Center for Research on Language Planning, Quebec (Quebec).
PUB DATE - 91
NOTE - 153p.
LANGUAGE - French
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *College Students; *Error Patterns; Foreign Countries; *French; Higher Education; Language Research; *Language Role; *Linguistic Borrowing; Oral Language; Second Language Learning; Written Language
IDENTIFIERS - *China

A study investigated patterns of usage of French connectors (e.g., "alors," "mais," "puisque") among Chinese university students of French as a foreign language. The study arose from concern that the lack of connector usage contributed to a lack of coherence in the students' oral and written language. Subjects were 45 second- and third-year students. The language corpus was drawn from student papers and oral examinations. Analysis of the data suggests that the use of connectors varies as a function of: (1) the communicative situation; (2) the discourse competence of the interlocutors; and (3) the balance between communicative intentionality and ease of usage. It was also found that connector usage varied in oral and written usage in terms of frequency, variety, and type and in relation to the quality of expression. Usage differed in argumentation and narration, in respect to the French words' similarity to Chinese expressions, and in tests versus ordinary usage. A distinction is also made between flawed usage and deviant usage. Implications for the teaching of written and oral French are outlined, and recommendations for further research are made. A 150-item bibliography is included. (MSE) workplace); literacy in industrialized countries (Britain, United States, Canada); literacy in developing countries; historical and cultural comparisons (history of literacy, literacy with and without schooling, analyzing textbooks, literacy and thought); and other resources (journals, newsletters, and other addresses). Most sections and subsections have brief introductions, and many citations have very brief annotations. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 333 759 FL 800 300

Nash, Andrea, Ed.; And Others
Looking Forward, Looking Back. Writings from Many Worlds.
Massachusetts Univ., Boston.
SPONS. AGENCY - Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE - 89
NOTE - 86p.; A product of the Family Literacy Project. Photographs may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Collected Works - General (020)
DESCRIPTORS - *Educational Attitudes; *English (Second Language); Freehand Drawing; Immigrants; *Literacy Education; Personal Narratives; Photographs; *Social Values; Student Developed Materials; *Work Attitudes; *Writing Exercises; Writing Instruction
IDENTIFIERS - English Language Literacy; Family English Literacy

This collection of writings, photographs, and drawings is intended for new readers of English as a second language. The writings are produced by English literacy students or are excerpted from published works by immigrant and American authors and include personal narratives and essays on home countries, work, education, and language. An introduction gives suggestions for pre-reading, reading, and post-reading activities and strategies. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 333 760 FL 800 335

Vejarano, Gilberto M., Comp.
La Investigacion Participativa en America Latina: Retablo de Papel, 10 (Participatory Research in Latin America: Series, 10).
Regional Centre for Adult Education and Functional Literacy for Latin America, Patzcuaro (Mexico).
PUB DATE - Oct 89
NOTE - 325p.
LANGUAGE - Spanish
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Collected Works - General (020)
DESCRIPTORS - *Adult Literacy; Communication (Thought Transfer); Foreign Countries; *Participatory Research; Popular Culture; Public Health; Research Methodology; Rural Areas
IDENTIFIERS - *Latin America; *Nicaragua

The following papers (titles are translated into English) were presented at a conference on participatory research: "Participatory Research, Popular Knowledge, and Power"; "Participatory Research and Adult Literacy"; "Developments and Perspectives on Participatory Research"; "Popular Education and Participatory Research"; "The Researcher and the Base Work"; "Research and Communication: Parallel Processes?"; Participatory Research Perspectives on Reality, Knowledge, and on Other Social Processes"; "Adult Literacy Methodology, Participatory Research and Adult Literacy in Nicaragua"; "Participatory Research in the well as interpretations of those facts and figures. Fifty-two essays focusing on countries or regions are included. Volume 1 contains 15 chapters that deal with themes and topics, presented in a comparative framework, that address the most important topics relevant to contemporary higher education globally. Volume 1 contains articles on African and Asian countries/regions. Volume 2 begins with Australia and then offers articles on European, Latin American, Middle Eastern, and North American countries/regions. The topics discussed in volume 1 include the following: academic freedom; the academic profession; accountability; university reform; student political activism; foreign students; graduate education; the costs of higher education; women and higher education; higher education and the labor market; the history of universities; private higher education; new universities--their origins and strategic development; and university research and the development of scientific capacity in sub-saharan Africa and Asia. Volume 2 provides the index, a bibliography, and a list of contributors. (GLR)

ED 333 781 HE 024 606

Accreditation and Conflicts of Interest: A Compendium of Current Policy and Practice of Accrediting Bodies Recognized by the Council on Postsecondary Accreditation.
Council on Postsecondary Accreditation, Washington, D.C.
PUB DATE - 91
NOTE - 87p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - *Accreditation (Institutions); *Accrediting Agencies; *Administrative Policy; Behavior Standards; *Codes of Ethics; *Conflict of Interest; Higher Education; Position Papers; Postsecondary Education; Role Conflict

This compendium contains information on current policies and practices relative to issues of conflicts of interest and accreditation. Information was submitted, in response to a questionnaire, by 53 national, regional, and specialized accrediting bodies that are recognized by the Council on Postsecondary Accreditation. The compendium presents each of their reported policies and procedures relating to the accreditation process and the avoidance of conflicts of interest. Among the issues covered by the various organizations are the following: site visit preparation and procedures; board composition and site team selection; appeals; ethics; accreditation report review process; affirmative action policy; and matters of confidentiality. A sample of the questionnaire is provided. (GLR)

ED 333 782 HE 024 607

1990 Salaries: Society Membership Survey. American Institute of Physics Report.
American Inst. of Physics, New York, NY. Education and Employment Statistics Div.
PUB DATE - 91
NOTE - 53p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - General (140)
DESCRIPTORS - Comparative Analysis; Degrees (Academic); Geographic Location; Geographic Regions; Higher Education; *Labor Force;

faculty salaries are low and uncompetitive compared to national levels; (2) stipends for graduate assistants are low compared to national levels; and (3) the State University should not mandate class size in mathematics courses. Six issues surrounding these disciplines are presented for consideration by the universities. First, morale among graduate students could be improved by focusing on their role as apprentice mathematicians and statisticians. Second, administrators need to recognize the need for interaction between colleagues in these disciplines and supply the necessary resources and facilities. Third, colleges should use fewer adjuncts in teaching mathematics. Fourth, serious reassessment of state statistical programs is necessary. Fifth, administrators need to be aware of the need for new statistics programs in the SUS Master Plan. And sixth, statistics should be taught by statisticians. Four appendices identify consultants and coordinators and give salary information. (GLR)

ED 333 800 HE 024 646

Ewell, Peter T.
State Policy on Assessment: The Linkage to Learning. ECS Working Papers.
Education Commission of the States, Denver, Colo.
PUB DATE - 90
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *College Outcomes Assessment; *Educational Assessment; Educational Needs; *Educational Planning; *Educational Policy; Educational Practices; *Educational Quality; Higher Education; Instructional Improvement; Resource Allocation; State Colleges; State Universities; Undergraduate Study

This paper explores the issue of "state policy" and the assessment process and how it can be applied to improving the teaching and learning process in undergraduate education. Three distinct policy questions are addressed: (1) how can assessment focus attention on what college graduates in a democratic society should know and be able to do? (2) what assessment information is useful for making sure that the curriculum provides the necessary skills and content? and (3) how can assessment support departments and disciplines in assuming collective responsibility for the outcomes of college curricula? Next, assessment and its impact on improving teaching is discussed. This discussion asks how assessment can help to inform the teaching and learning process within the classroom, how assessment can be used in designing state policies that support good college teaching, and how assessment can be linked to the institutional reward structure to support good teaching. Finally, the paper examines resource allocation in the assessment process in order to make assessments viable policy tools for improvement. This discussion asks how assessment can be related to the determination of resource needs, how assessment can help to inform the allocation of resources, and how assessment can be used to examine and increase the "return on investment" of public resources in higher education. (GLR)

ED 333 801 HE 024 648

Kirby, Donald J.; And Others
Ambitious Dreams. The Values Program at Le Moyne College.
PUB DATE - 90
NOTE - 212p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.

NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Blacks; *College Outcomes Assessment; College Role; *Educational Economics; Family Characteristics; Higher Education; High School Graduates; High Schools; *Income; *Models; Racial Factors; Salaries; Sex Differences; Socioeconomic Status; Wages
IDENTIFIERS - National Longitudinal Study High School Class 1972

A prototype model was developed to estimate the effect of various variables on the internal rate of return to starting college. The model arose out of observations that there is a nonlinear relationship between education and earnings, that many students who begin college never finish, that there are large differences across fields of specialization in the earnings differential between college and high school graduates, and that many high school and family background characteristics appear to affect earnings. The model was then applied to data from the National Longitudinal Survey of the High School Class of 1972. Results found that black males have a lower rate of return on one year of college than white males (5.4 percent versus 5.9 percent) which appears, however, to be due not to race but to other characteristics. Females also had a lower rate of return than men. It was noted that none of these differences are explained by differences in the observed characteristics of males and females. Other research using this model has shown a higher return on college attendance for women over men. It is suggested that further research and refinement of the model is necessary before strong conclusions can be developed. The study includes one table displaying results and nine references. (JB)

ED 333 821 HE 024 670

Dorian, James C.; Ward, Diane M.
Student Loan Programs: Management and Collection.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE - 91
NOTE - 302p.; Appendix B contains small print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Court Litigation; Federal Legislation; Federal Programs; Financial Policy; Health Education; *Higher Education; Income Contingent Loans; Loan Default; *Loan Repayment; Medical Education; Need Analysis (Student Financial Aid); Program Evaluation; State Legislation; *Student Financial Aid; *Student Financial Aid Officers; *Student Loan Programs
IDENTIFIERS - Bankruptcy; Guaranteed Student Loan Program; Perkins Loan Program

This guide to undergraduate and graduate student loan programs focuses primarily on program administration and management in the context of student loan repayment and collection. By incorporating regulatory requirements with practical suggestions on managing student loan programs, the book provides a framework and a guide for those who are responsible for administering student loan portfolios at colleges and universities. The following 13 chapters address these issues: (1) "Perkins Loan Program"; (2) "Income Contingent Loan Program"; (3) "Health Professions Student Loan and Nursing Student Loan Programs"; (4) "Guaranteed Student Loan

Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE - Jul 90
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - College Bound Students; Community Characteristics; Data Analysis; *Educational Benefits; *Error of Measurement; Evaluation Problems; Family Characteristics; Higher Education; High School Graduates; High Schools; Individual Characteristics; Institutional Characteristics; *Outcomes of Education; *Research Methodology; *Research Problems; Secondary School Curriculum; *Wages

This paper examines whether failure to control for family background, aptitude, high school quality, high school curriculum, and community characteristics leads to bias in estimates of the economic return resulting from postsecondary education. High school specific fixed effects were used to control for all observed and unobserved characteristics common to students from a given high school and an instrumental variables procedure was used to deal with measurement error in reported education. The estimation was conducted using panel data on several persons from each of a large number of high schools sampled in the National Longitudinal Survey of the High School Class of 1972. Controlling for family background and aptitude and achievement measures led to a substantial reduction in estimates of the rate of return to education. Measurement error was not responsible for the reduction. However, the use of fixed effects to control for high school and community characteristics had only a modest effect on estimates of the rate of return to education, and controlling for high school curriculum made little difference. It is noted that this is an important finding because few data sets permit researchers to control for these factors when estimating the effect of education on wages. Included is an appendix of means and standard deviations. Contains 12 references. (Author)

ED 333 841 HE 024 700

Ontario Universities Statistical Compendium, 1970-90. Part A: Micro-Indicators.
Council of Ontario Universities, Toronto. Research Div.
PUB DATE - May 91
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Evaluative/Feasibility (142), Numerical/Quantitative Data (110)
DESCRIPTORS - *Data Interpretation; Decision Making; *Educational Planning; Educational Policy; Foreign Countries; Higher Education; Measurement Techniques; Needs Assessment; Postsecondary Education; Resources; *Statistical Analysis; Statistical Data; Surveys; *Trend Analysis; Universities
IDENTIFIERS - Ontario University System

This publication provides macro-indicators and complementary analyses and supporting data for use by policy and decision makers concerned with Ontario universities. These analytical tools are meant to unambiguously measure what is taking place in Canadian postsecondary education, and therefore, assist in focusing on what decisions need to be made. The indicators can be used to assist in: (1) measuring the real resources available to the Ontario university system as a function of the volume of activity over time, and (2) comparing trends in the resources made available for

Higher Education; Introductory Courses; Predictor Variables; *Preservice Teacher Education; Questionnaires; Regression (Statistics); *Self Esteem; Student Attitudes; Surveys; Tables (Data)

As education students are faced with the inevitable arrival of computers in classrooms they experience a number of obstacles preventing success in introductory computer classes. The basis for this study suggests that the overwhelming factor contributing to success in such a class is confidence. One hundred fourteen undergraduate education students were surveyed. Each student was asked to report his or her level of agreement to 20 Likert-style items. The final 16-item confidence scale obtained a standardized alpha of .7820. A principle components factor analysis with oblique rotation provided a comparison between four, five, and six factor solutions. It was concluded that the 5-factor model presented the best fit and most parsimonious structure. Using factor scores from the 5-factor solution as independent variables and teacher-rated computer class success as the dependent variable, a regression analysis yielded an R square of .319, F(5,108)=2.539(p .05), thus concluding that the 5-factor solution of confidence contributed significantly to the rated success of students in the introductory computer class. The five factors are identified as (1) confidence in classroom performance; (2) confidence in abilities to learn new materials or techniques; (3) confidence in hardware usage and repairs; (4) confidence in knowledge of content area subject matter; and (5) confidence in abilities to learn using alternative learning styles. A copy of the Computer Confidence Survey is appended. (7 references) (Author/BBM)

ED 333 860 IR 015 021

Von Holzen, Roger Lee; Price, Robert V.
Five Year Trends in Computer Students' Attitudes and Skill-Levels.
PUB DATE - Dec 90
NOTE - 45p.; Small, filled print in charts may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *College Students; *Computer Literacy; Higher Education; Longitudinal Studies; Preservice Teacher Education; *Self Esteem; Sex Differences; *Student Attitudes; Surveys

Since the fall of 1985, teacher education students in the state of Texas have been required to take a computer literacy course as part of their certification requirements. Since 1986, students entering into Texas Tech University's College of Education's computer literacy course (EDIT 2318) have been surveyed each fall semester. The purpose of this study was to examine the survey results for trends. The major findings of the study were an increase in the positive attitude among the students toward computers and a corresponding increase in their perception of their own computer-related skills. However, a significant correlation was found between gender and computer-related skills and attitudes toward computers, and it was recommended that an attempt be made to incorporate strategies to alleviate this difference in the course. A copy of the survey questionnaire is appended. (18 charts, 21 references) (Author/BBM)

ED 333 861 IR 015 023

Terwilliger, James S.
A Survey of Microcomputer Utilization for Purposes of Classroom

newspapers, Morehead Planetarium Gift Shop, sources for inexpensive toys/prizes, places to visit, and a planetarium guide); (2) Public Relations (press release guidelines, PSAs (public service announcements), a letter from the State Superintendent, decorations and bulletin boards, displays, nametags, clip art, borders, and promotionals); (3) Programs for Toddlers and Preschoolers, School Age, and All Ages (suggestions for books, films, flannelboard stories, fingerplays, activities; instructions and/or patterns for crafts; and scripts for presenting stories); (4) Crafts and Activities (suggestions for food, crafts, science activities, puppet shows, and games and contests); (5) Activity Sheets (for younger and older children with answer sheets for puzzles); (6) Bibliographies (picture books and easy readers, children's science fiction books, children's nonfiction books, free and inexpensive materials, and a basic astronomy library); (7) Films and Videos; and (8) Reading Aloud (parental involvement, parents and children reading together). An index is included. (BBM)

ED 333 879 IR 053 623

Competencies for Youth Services Librarians.
North Carolina State Dept. of Cultural Resources, Raleigh. Div. of State Library.
PUB DATE - Aug 87
NOTE - 237p.; Cover and section dividers are on colored paper and may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adolescents; Audiovisual Aids; Censorship; *Childrens Libraries; *Competence; Copyrights; *Librarians; Library Materials; *Library Personnel; Library Services; Microcomputers; *Organizational Objectives; Position Papers; Preadolescents; Young Children
IDENTIFIERS - *Library Policy; *Library Procedures; North Carolina

Developed by the 1986-1988 Youth Services Advisory Committees to the North Carolina State Library, the competencies suggested in this manual are presented under 11 headings: (1) General Knowledge of Library Policies, Procedures, Goals, Etc.; (2) Youth Services Department Goals and Objectives; (3) Knowledge of Client Group; (4) Library Materials; (5) Collection Development and Maintenance; (6) Reference and Reader Advisory Services; (7) Programming; (8) Publicity/Public Relations; (9) Interpersonal Relations; (10) Professional Development; and (11) Administration. Each section begins with a matrix showing the objectives for that category--i.e., what the librarian or paraprofessional should demonstrate familiarity with or understanding of--and indicates the levels of personnel responsible for the individual objectives. This matrix is followed by materials designed to aid the librarian in reaching the stated objectives. These materials include a questionnaire for conducting a community analysis, policy statements in various areas, descriptions of procedures, guidelines for library programs and displays, guidelines for introducing computer services and rules for children using the computer, criteria for evaluating audiovisual library materials and computer software, copyright restrictions on video use, library material selection policies, and dealing with challenged materials. (BBM)

ED 333 880 IR 053 624

the Annual Meeting of the Mississippi Library Association (Jackson, MS, November 7, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classification; College Libraries; *Communication Problems; Higher Education; *Library Personnel; *Library Technical Processes; *Organizational Communication
IDENTIFIERS - Dewey Decimal Classification; Examples; Library of Congress Classification; Library Policy; Library Procedures; *Mississippi State University

When the Mississippi State University (MSU) Library undertook a major reclassification project in March 1989 to convert 175,000 Dewey Decimal titles into the Library of Congress Classification, the Technical Services staff involved in the planning realized that communicating policies and procedures to all levels of library personnel would require a great deal of effort. The reclass personnel planned library staff meetings and one-to-one discussions to eliminate as many communication problems as possible before the project started. However, once the project was underway, several new issues emerged that had to be dealt with on a daily basis. Finding effective ways of communicating these issues to the library staff has helped the library deal more effectively in handling other issues. Various communication problems will be considered by presenting our analysis with solutions, and suggestions on what can make other reclass projects run smoothly are provided. A diagram of the communication network model and a flow chart of the workflow for the project are appended. (Author/BBM)

ED 333 897 IR 053 659

Education's Library. Actions Needed To Improve Its Usefulness. Report to Congressional Committees.
General Accounting Office, Washington, D.C. Div. of Human Resources.
PUB DATE - Apr 91
NOTE - 28p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Access to Information; Federal Government; Federal Legislation; Financial Support; Government Libraries; History; *Library Collections; *Library Services; Library Technical Processes; Preservation; *Research Libraries
IDENTIFIERS - *Department of Education; Library Services and Construction Act

The Library Services and Construction Act (LSCA) Amendments of 1990 required the General Accounting Office (GAO) to conduct a review of the Department of Education's Research Library, which is a component of the Office of Educational Research and Improvement (OERI). Data were gathered by interviewing one researcher and four librarians familiar with the Library's collection to obtain their views on the scholastic and historic value of the collection, and by interviewing representatives of 20 key education associations and library organizations to obtain their views on the need for expanding access to the Library. It was found that the Library lacks a collection development policy specifying its primary and other users and its materials' acquisition and preservation priorities and practices; most education employees and half of the education-related organization representatives interviewed rarely if ever use the library; experts believe the Library's historical collections are potentially very useful, but its contemporary collection is less comprehensive; and lack of funding for

NOTE - 35p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Career Counseling; Community Colleges; *Demonstration Centers; *Dislocated Workers; *Employment Programs; Job Placement; *Job Training; Program Descriptions; *Retraining; Two Year Colleges; Vocational Education
IDENTIFIERS - Joliet Junior College IL

The Dislocated Worker Assistance Center (DWAC) at Joliet Junior College (Illinois) is a comprehensive employment and training program for individuals with established work records who have lost their jobs because of layoff, plant closure, or changes in technology in the workplace. The DWAC was elected to serve as the National Demonstration Center for the Retraining of Dislocated Workers, providing vocational education and services, as well as conducting research to assist other institutions in establishing or improving dislocated worker projects. The primary services offered by the DWAC to employers include providing a pool of qualified job applicants; prescreening job candidates; developing customized training programs; utilizing on-the-job training (OJT) funds to reimburse employers for 50% of the wages paid to OJT participants; and assisting employers in accessing other grant and incentive programs. Services provided to eligible program participants include vocational and job readiness assessment; career counseling; occupational training and retraining; job search and placement assistance; and outreach and coordination with community-based organizations and state agencies. This report presents the DWAC philosophy and organizational structure; reviews the program application steps; describes program services and ancillary programs providing services beyond the scope of the DWAC; and presents eligibility criteria for dislocated workers. A separate report provides brief descriptions of the components of Joliet's Institute of Economic Technology, including the Small Business Development Center, DWAC, Business Assistance and Training Center, Community Assessment Center, Entrepreneurship Services Center, and National Demonstration Center. (PAA)

ED 333 916 JC 910 298

Carnes, John
Northeast Texas Agricultural Literacy Network (A-Lit-NeT: A Rural College Partnership Project). Handbook for Customizing Workplace Literacy to Employer Training Needs.
Northeast Texas Community Coll., Mount Pleasant.
SPONS. AGENCY - American Association of Community and Junior Colleges, Washington, D.C.; Department of Labor, Washington, D.C.; Economic Development Administration (DOC), Washington, D.C.; National Association of Broadcasters, Washington, D.C.; Tennessee Valley Authority, Knoxville.
PUB DATE - 21 Jun 91
NOTE - 61p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Agricultural Occupations; Basic Skills; Community Colleges; *Curriculum Development; Curriculum Evaluation; Guides; *Job Skills; Job Training; *Labor Education; Labor Force Development; *Literacy; Literacy Education; Matrices; Occupational Surveys; Rural Areas; School Business Relationship; Skill Development; *Task Analysis; Two Year Colleges; Vocational

current schedule or contract; and (2) extraordinary benefits, such as car leases, super-insurance policies, and expense monies beyond the normal "board agenda" item. For the single-campus districts, figures for the following 12 positions are provided: chief executive officer (CEO); chief instructional officer; chief business officer; district personnel officer; chief student personnel officer; admissions and records director; line manager for the social sciences; line manager for accounting function; line manager of maintenance and operations; director of computing; secretary to the CEO; and director of learning resources. For the multi-campus districts, the additional position of campus CEO is included. (JMC)

ED 333 933 JC 910 325

Angel, Dan, Ed.; Barrera, Adriana, Ed.
Rekindling Minority Enrollment. New Directions for Community Colleges, Number 74.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 135p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - Serials (022), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Academic Achievement; *Academic Persistence; *Access to Education; *Affirmative Action; College Students; College Transfer Students; Community Colleges; Educational Opportunities; Equal Education; Faculty Development; Faculty Integration; *Minority Groups; Minority Group Teachers; Program Descriptions; School Holding Power; *Student Recruitment; Two Year Colleges; Two Year College Students

A variety of community college programs and services designed to enhance minority student participation and success in higher education are described in this volume. Issues related to minority student recruitment, retention, and transfer to four-year institutions, and to minority staff professional development are explored in the following 15 articles: (1) "Minority Participation in Community Colleges: A Status Report," by Adriana Barrera and Dan Angel; (2) "Community College Access: Barriers and Bridges," by Raul Cardenas and Elizabeth Warren; (3) "Model Programs in Minority Access," by Roy G. Phillips; (4) "Minority Student Recruitment," by Anne E. Mulder; (5) "Minority Student Recruitment: A Connecticut Model," by Ronald A. Williams and Mary Anne Cox; (6) "Minority Student Retention," by James C. Henderson; (7) "Minority Student Retention: The Prince George's Community College Program," by David P. James; (8) "Minority Student Retention: ENLACE," by Mauro Chavez and Margarita Maestas-Flores; (9) "Minority Transfer: A National and State Legislative Perspective," by Louis W. Bender; (10) "The Many Faces of Transfer Education," by Judith S. Eaton; (11) "A Model in Community College Transfer Programs," by Aram L. Terzian; (12) "Diversifying Leadership in Community Colleges," by J. Richard Gilliland; (13) "Ten Steps to Successful Minority Hiring and Retention," by Dale V. Gares and Exalton A. Delco, Jr.; (14) "Revitalization Efforts," by Dan Angel and Adriana Barrera; and (15) "Sources and Information: Minority Participation in Community College Education," by Grace Quimbita and Anita Y. Colby. (PAA)

ED 333 934 JC 910 326

indicators and employment projections for California and Los Angeles County. A 43-item bibliography is included. (JMC)

ED 333 951 JC 910 346

Williams, Dana Nicole; Colby, Anita Y.
The Community College Role in Achieving Adult Literacy. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Mar 91
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Adult Basic Education; *Adult Literacy; *Agency Cooperation; *College Role; *Community Colleges; Educational Cooperation; Educational Responsibility; Illiteracy; *Literacy Education; Program Descriptions; Program Evaluation; Reading Skills; Role of Education; Two Year Colleges; Volunteers
IDENTIFIERS - ERIC Digests

In 1990, President George Bush and the nation's governors adopted new goals for education, including the goal that every adult American would be literate by the year 2000. During the past two decades, community colleges have played a significant role in the promotion of adult literacy. In many ways, the resources and services provided by community colleges very closely fit with the needs of adult literacy training. In the Maricopa Community College District (Arizona), volunteers teach functionally illiterate adults to read and write at no charge, and offer an 18-hour training workshop for individual tutors. Project LIFE at South Plains College (Texas) combines the resources of the major literacy providers in the area to offer literacy training and prevocational workshops to enhance employability. In addition to the direct provision of instruction in reading and writing, community colleges are involved in literacy development through the coordination of delivery activities among different organizations and institutions, the training of literacy tutors and instructors, post-literacy services, services for learning disabled students, workplace literacy efforts, and computer-assisted literacy instruction. The field of adult literacy has been negatively affected by the lack of meaningful program evaluation at state, institutional, and program levels. If community colleges are to continue to play a significant role in combating the nation's literacy problem, they will require additional leadership and funding from state and federal sources, increased recruitment and training of faculty to work with students reading below the fifth grade level, and more flexible methods of delivering instruction. (JMC)

ED 333 952 JC 910 347

Williams, Dana Nicole
Writing Across the Curriculum Programs at Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Sep 89
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Child Caregivers; Curriculum Guides; Elementary Secondary Education; *Learning Activities; *Lesson Plans; *Older Adults; *School Age Day Care; *Training

This training guide was created for organizations in which older adults serve as caregivers for children of 5-14 years of age during the times when they are not in school. The training curriculum was designed so that anyone familiar with the developmental needs of school-age children and the needs and aspirations of older adults would be able to use it. Those most likely to use the training curriculum are child care providers, college-level instructors, members of organizations that provide technical assistance to child care providers, and members of community education institutions. The eight hours of training are divided into four segments of two hours each. The first session covers the needs of children and adult volunteers, ground rules and expectations, and successful outcomes. In the second session, topics include changes in the family; ways to meet children's after-school needs; and the process of developing a list of interests, skills, and personal qualities that may support children's growth and development. Differences between older and younger school-age children, and ways to encourage desired behaviors and discourage unwanted behaviors, are considered in the third session. The fourth session extends the discussion on promoting desired behavior and handling difficult behaviors. Suggested readings and sources of additional information are listed. (RH)

ED 333 970 PS 019 532

Matthews, Brenda
State Recognition Program: 1989 Annual Report.
Arkansas State Dept. of Education, Little Rock.
PUB DATE - 89
NOTE - 56p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Achievement; Educational Innovation; Elementary School Students; Elementary School Teachers; *Elementary Secondary Education; *Grants; High School Students; Program Descriptions; Public Schools; *Recognition (Achievement); Secondary School Teachers; *State Programs
IDENTIFIERS - *Arkansas

Facts about Arkansas' state recognition programs for teachers, schools, students, and master learners are provided. Funded projects and dissemination grant award winners are listed and described. Also discussed is the Governor's Academic Competition, the Arkansas Quiz Bowl. Statistical information related to the programs concludes the report. (RH)

ED 333 971 PS 019 581

Bremner, J. Gavin; Batten, Annabel M.
The Development of Pictorial Representation of Objects and Relations between Objects: It Depends on the Child's View.
PUB DATE - Apr 91
NOTE - 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference

impulsivity. (Author/RH)

ED 333 990 PS 019 640

Fisher, Philip A.
Predicting Negative Discipline in Traditional Families: A Multi-Dimensional Stress Model.
PUB DATE - Apr 91
NOTE - 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Child Abuse; Definitions; *Discipline; *Family Characteristics; Family Role; *Family Violence; Fathers; Mothers; Predictor Variables; Research Methodology; Sex Differences; *Stress Variables; *Traditionalism
IDENTIFIERS - Theory Development

An attempt is made to integrate existing theories of family violence by introducing the concept of family role stress. Role stressors may be defined as factors inhibiting the enactment of family roles. Multiple regression analyses were performed on data from 190 families to test a hypothesis involving the prediction of negative discipline at different levels of traditionality based on levels of role stress and child gender. Data collection, involving four 1-hour home observations and completion of parent questionnaires, occurred when target children were 5 and 7 years of age; however, only data collected during the 5-year-old wave were used in the present study. Findings indicated that among highly traditional mothers, but not among mothers with moderate or low levels of traditionality, role stress and child gender do predict negative discipline. The opposite pattern was obtained for fathers, with role stress and child gender predictive only among fathers low in traditionality. Results are discussed and implications for future research are presented. (37 references) (Author/RH)

ED 333 991 PS 019 641

Block, Jack
Self-Esteem through Time: Gender Similarities and Differences.
PUB DATE - 15 Apr 91
NOTE - 4p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adolescents; *Age Differences; Females; Longitudinal Studies; Males; Observation; Preadolescents; Q Methodology; Research Methodology; *Self Esteem; *Sex Differences; *Young Adults

Gender differences in self-esteem across time were investigated by means of a comparison of the extent of congruence between an individual's self Q-sort and his or her Q-sort of the ideal self. Self Q-sorts were done when subjects were 11, 14, 18, and 23 years of age; they were done on separate occasions, at least a week apart. Ideal self Q-sorts were obtained when subjects were 14, 18, and 23. Subjects were 50 females and 45 males who had been studied from the age of 3 years. All analyses are for the sexes separately. Findings point out: (1) the shared and unshared self

PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Adolescents; *Aggression; Elementary School Students; Intermediate Grades; Junior High Schools; Minority Group Children; Mothers; *Parent Child Relationship; Peer Influence; *Peer Relationship; *Rejection (Psychology)

This study examined the relation between peer rejection and aggression in minority fourth graders and the children's perception of the quality of their relationship with their mother. The instrument used was the sociometric procedure described by Coie, Dodge, and Coppotelli (1982). The quality of the parent-child relationship was then measured by a questionnaire/interview when the children were in sixth grade (N=71) and eighth grade (N=83). The results indicated that: (1) rejection and aggression in fourth grade predicted maternal involvement in eighth grade but not in sixth grade; (2) the aggressive, rejected eighth grade group reported being more involved with their mothers than did the aggressive, nonrejected group and the nonaggressive, rejected group; and (3) members of the aggressive, nonrejected group were significantly less intimate with their mothers than were members of the aggressive, rejected group, and were marginally less intimate than members of the nonaggressive, nonrejected group. A list of eight references is included. (BC)

ED 334 012 PS 019 718

Murphey, David A.; Alexander, Stanley W.
Parents' Beliefs and Parental Behavior: A Multi-Method Study.
PUB DATE - Apr 91
NOTE - 36p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Affective Behavior; Authoritarianism; *Beliefs; *Child Rearing; Fathers; Mothers; *Parent Attitudes; *Parent Child Relationship; Parenting Skills; Preschool Children; Preschool Education; Sex Differences
IDENTIFIERS - Parent Expectations

This study examined the relations of parental beliefs, the parental child rearing experience, and task situation variables. Parent behavior in two types of task situation was observed, and beliefs of 24 pairs of parents were assessed by interview and questionnaire measures. Subsequently, mothers and fathers separately played with their child in free play and structured task situations, and parents' behavior was coded for affect and control. Fathers and mothers showed few group differences on beliefs or behavioral measures. Task situation type affected both mothers' and fathers' behaviors. Parental beliefs and demographic variables were identified as predictors for some measures of parental control, but not for parental affect. A list of 29 references and 10 tables are included. (BC)

ED 334 013 PS 019 720

Hall, Kristy
Determining the Success of Narrative Report Cards.
PUB DATE - 90
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test,

schools with poor, declining populations. WTR is a computer-based instructional system designed to develop the writing and reading skills of kindergarten and first-grade students. Evaluation consisted of a standardized writing sample and spelling test, as well as teacher questionnaires. Thirteen comparable elementary schools from the same school districts served as comparisons. At both the kindergarten and first-grade levels, WTR students did significantly better than comparison groups on the writing sample, and scored higher on the spelling test. The fear that the WTR program's use of phonemic spelling might have a negative effect on students' spelling skills seems unwarranted. Although both WTR and comparison teachers liked their own reading programs and judged them to be effective, more WTR teachers than comparisons thought their students were reading and writing better than those in previous classes, and reported positive feedback from parents. Administrators reported positive attitudes and felt that the program also improved school relationships with parents and community. Contributing to the program's success were ongoing inservice training and an active support system for teachers. Appendices contain the teacher questionnaire and procedures for collecting student writing samples. (SV)

ED 334 033 RC 018 201

Hales, Loyde W.; McGrew, Robin R.
AIDS Education in Rural Oregon School Districts: Compliance with State Curriculum Guidelines.
PUB DATE - 91
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; Adolescents; Compliance (Psychology); *Course Objectives; *Curriculum Evaluation; Elementary Secondary Education; *Rural Schools; *Sex Education; State Curriculum Guides; *Teacher Participation
IDENTIFIERS - *Oregon

The Oregon State Department of Education mandates age-appropriate curricula for all grade levels on infectious diseases, including AIDS, ARC, HIV, and Hepatitis B. The objectives of this study were: (1) to determine the extent to which AIDS education was occurring in three remote rural Oregon school districts; (2) to examine the focus of the curriculum across grade levels; and (3) to compare the instructional practices with the state guidelines. Two questionnaires were designed for application at elementary and secondary education levels. They reflect curricular objectives of the Oregon State Department of Education. The questions were constructed to determine if the teacher had implemented an AIDS education curriculum, and if so, how much time was devoted to each objective. In May 1990, the questionnaires were distributed to all elementary and secondary school teachers in the three small school districts. Results show that 53% of the elementary teachers and 23% of secondary teachers incorporated AIDS education into their curriculum. The results suggest that rural school districts may lack local policy and curricular programs for implementing AIDS education. The report contains tables of the objectives with the percent of teachers at each level addressing each objective, and the mean amount of time spent on each objective. This paper contains 18 references. (KS)

ED 334 034 RC 018 202

Warner, Linda Sue
American Indian Women: The Double Bind.

social context for learning. Theorists claim that minority children are not as successful as other children in school because years of discrimination and oppression teach them that working hard is futile. Teachers can shape the social context of their classrooms by: (1) acknowledging the effects of cultural expectations on learning; (2) using cooperative learning techniques; (3) working cooperatively with adults who share the cultural heritage of their students; (4) teaching students the cultural rules that define success; (5) insisting that all students become bicultural or multicultural; and (6) preventing information about cultural expectations from becoming another set of stereotypes by which to label students. This paper contains 16 references. (KS)

ED 334 052 RC 018 257

Hanna, Virgene; Kruse, Jack
An Assessment of the Needs of Alaska Residents Who Are Disabled.
Alaska Univ., Anchorage. Inst. of Social and Economic Research.
SPONS. AGENCY - Alaska State Dept. of Education, Juneau. Div. of Vocational Rehabilitation.
PUB DATE - 1 Feb 91
NOTE - 485p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Assistive Devices (for Disabled); Differences; *Disabilities; Incidence; *Independent Living; *Needs Assessment; *Racial Differences; Regional Characteristics; *Rural Urban Differences
IDENTIFIERS - *Alaska

A telephone survey of 4,364 randomly selected households in Alaska aimed at assessing the needs of disabled persons who were not institutionalized. In households that where found to have a disabled member, 514 interviews were conducted with the disabled person or a representative. The survey provided information on: (1) an estimated 22,220 persons with selected disabilities (most frequently reported included nonneuromuscular mobility impairments, arthritis, hearing impairments, and learning disabilities); (2) needs related to independent living services including medical care, disability information, and benefits assistance; (3) reasons why people cannot get the specific help they need; (4) needs related to assistive technology such as remote switches or special doors; and (5) characteristics of Alaska residents who are disabled in terms of age, income, education and employment. The document features ethnic (native/white) and location (urban/rural) comparisons. Data are provided for each question on the survey with frequency tabulations reflecting an estimate of the statewide number of persons associated with a particular response. Appendices include a description of the survey methods, the questionnaire, and a data dictionary used in the software which analyzed the results of the survey. This document contains numerous tables and figures. (KS)

ED 334 053 RC 018 260

A Hard Look at USDA's Rural Development Programs. The Report of the Rural Revitalization Task Force to the Secretary of Agriculture.
Department of Agriculture Graduate School, Washington, D.C.
PUB DATE - 30 Jun 89
NOTE - 83p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.

instructional sequencing and techniques presented in this course. The publication presents the philosophy and the intent of the geometry course and discusses teacher preparation, student credits and prerequisites, the required essential elements of instruction, and the integrated use of technology. Included are sample pupil performance objectives and classroom activities that illustrate how the essential elements of the geometry course can be taught. Local school district personnel are advised to use these guidelines, both suggested and stated, in the development of their own curriculum documents for a geometry course. Four appendices contain a description of the van Hiele levels of mental development, activities to help students achieve the levels, a geometry instructional plan, and 64 references. (JJK)

ED 334 071 SE 052 151

Stancil, Jon Scott; Melear, Claudia T.
Paper and Cube Interventions Preceded by a Three Dimensional Computer Graphics Animation To Improve Spatial Ability among Elementary Education Majors.
PUB DATE - Apr 91
NOTE - 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Lake Geneva, WI, April 7-11, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cognitive Ability; Computer Graphics; Control Groups; Education Majors; Elementary Education; *Elementary School Teachers; *Experimental Groups; Higher Education; Mathematics Education; Pilot Projects; *Preservice Teacher Education; *Pretests Posttests; Scientific Literacy; *Spatial Ability
IDENTIFIERS - *Flexibility of Closure; *Learning Style Profile (NASSP)

Previous studies indicate that only 6 percent of the nation's population possess the minimum level of understanding of science and technology needed to function minimally as citizens and consumers. Many educators speculate that scientific illiteracy originates in elementary school classrooms, not from intellectual inferiority, but rather from specific teacher attitudes. Under the assumption that analytical ability and spatial ability are measurements of the same cognitive skills, a pilot study examined those skills as measured by the Learning Style Profile, with pre- and post-test scores for three treatment groups and one control group from a total of 24 undergraduates with an elementary education major. The first treatment group was exposed to an animated video activity; the second treatment group participated in a cube comparison test (flexibility of closure) developed from the Educational Testing Service's Kit of Factor Referenced Cognitive Tests; the third treatment group was involved in both of these activities; and the control group was not exposed to either activity. No significant differences were found across or within the groups on the pre- and post-test scores. It is hypothesized that a larger study population, a longer test of spatial ability, and a longer treatment will detect improvement in spatial ability. (JJK)

ED 334 072 SE 052 158

Garcia, Pedro P.; And Others
Mathematics Instruction in Dade's Elementary Schools: Improving Curriculum, Teaching Methods, and Staffing.
Florida International Univ., Miami. Inst. for Public Policy.

NOTE - 228p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Books (010), Reference Materials - Bibliographies (131)
DESCRIPTORS - Filmographies; *Films; Library Guides; *Music; Popular Culture; Social History
IDENTIFIERS - *Film Music; Library of Congress; Museum Collections; Museum of Modern Art NY

This book is a guide for locating scores and musical cue sheets made for films of the silent era, 1894-1929. All entries are for the microfilmed items found in the Library of Congress and the Museum of Modern Art music collections. The format for each main entry includes: (1) entry number; (2) film title; (3) title as transcribed from title page; (4) literary source of film and its author; (5) adapter; (6) author(s) of screenplay; (7) producer; (8) director; (9) film company; (10) distributor; (11) composer/compiler; (12) musical series title; (13) publisher of music, place and date of publication; (14) instrumentation; (15) copyright registration and renewal information; (16) additional notes; (17) projection time and film footage; (18) library and call number; (19) pagination and height; and (20) microfilm and item number. Appendices list the microfilm contents and reel numbers, film scores, and cue sheets of silent films contained in six different collections. The book also includes many still photographs from silent films. (DB)

ED 334 091 SO 021 185

Smith, Tom W.
Ethnic Images. GSS Topical Report No. 19.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY - National Science Foundation, Washington, D.C.
PUB DATE - Dec 90
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Asian Americans; Attitude Measures; Blacks; Ethnic Bias; *Ethnic Groups; *Ethnic Stereotypes; Ethnic Studies; Hispanic Americans; Jews; *Majority Attitudes; Minority Groups; Public Opinion; *Racial Attitudes; Social Science Research; Whites

Using the 1990 General Social Survey, this document analyzes two questions: (1) what are the images that people have toward several prominent ethnic groups on various dimensions or characteristics; and (2) do the images people have about ethnic groups influence other attitudes and behaviors toward the groups. Six groups are examined: Whites, Jews, Blacks, Asian Americans, Hispanic Americans, and Southern Whites. Among the research findings was that, with the exception of Jews, minority groups were evaluated more negatively than whites in general. It also was found that these negative images in turn helped to shape individual attitudes towards civil rights, racial integration policies, social distance, ratings of countries, and presumably other group-related issues. Several tables of data and a 24-item list of references are included. (DB)

ED 334 092 SO 021 188

Kanchanosatha, Vinita
An Expert System Adviser for Tourists Planning To Visit Thailand.
PUB DATE - 9 May 90
NOTE - 143p.; M.S. Thesis, New York Institute of Technology.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.

ED 334 117 SO 021 356

Ballard, Angie
Personal and Cultural Education--Looking into Paintings. A Report on the 1986 Packs Study.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE - 87
NOTE - 55p.; The code sheet in Appendix 1 contains small, blurred type.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Art Appreciation; *Art Education; *Art History; Art Products; *Continuing Education; Cultural Education; Educational Research; Educational Resources; Fine Arts; Foreign Countries; Individual Development; Instructional Materials; Learning Modules; *Painting (Visual Arts); Postsecondary Education; Questionnaires; Visual Arts
IDENTIFIERS - England; Open University (Great Britain)

This report recounts the findings of a study of people who purchased "Looking into Painting" materials, a learning package developed by the Personal and Cultural Education (PACE) Sector of the Continuing Education area in England's Open University. The package is not part of any course of study leading to a qualification, and there is no formal tutorial support or assessment methods. The commissioned study was conducted to provide information about: (1) the purchasers and users; (2) where purchasers learned about the package; (3) reasons for purchase and pattern of use; (4) reactions to the materials; (5) reactions to the television programs; (6) customers' future plans about purchasing other materials; and (7) how some people use these materials in their work. With 408 respondents, the study found that this multi-media package was successfully used by a wide mix of people with differing objectives. Users praised the package's thematic approach and felt that using the package led to a greater appreciation of the critical appraisal of paintings and gallery visiting. Several said that it provided a stepping-stone for them into abstract art. The book was the most frequently used element and the gallery visiting card the least. Some purchasers complained about the delay in receiving the materials and the poor color quality and size of the postcards. The report includes a summary of the conclusions and a copy of the questionnaire sent to the purchasers. (KM)

ED 334 118 SO 021 371

Europe Today: An Atlas of Reproducible Pages. 1990 Revised Edition.
World Eagle, Inc., Wellesley, MA.
PUB DATE - 90
NOTE - 182p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Demography; Elementary Secondary Education; Foreign Countries; Geographic Regions; Geography; *Geography Instruction; Graphs; *Human Geography; Instructional Materials; Maps; Resource Materials; *Social Studies; Tables (Data)
IDENTIFIERS - *Europe; *European Studies

This document presents 122 pages of illustrative maps, tables, and graphs that depict the following features of Europe: size,

Respite Care: A Listing of Resources. A Report of the Select Committee on Children, Youth, and Families, One Hundred First Congress, Second Session.
Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.
PUB DATE - 21 Dec 90
NOTE - 201p.; The appendix will not reproduce well due to broken print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reference Materials - Directories/Catalogs (132)
DESCRIPTORS - Children; Delivery Systems; *Disabilities; Family Programs; Federal Aid; Federal Legislation; Federal Programs; Infants; *Resources; *Respite Care
IDENTIFIERS - *Temporary Child Care

This directory offers a list of providers, planners, and researchers involved in respite care services for families with children who are mentally retarded, behaviorally disturbed, or physically disabled. The directory, based on information available as of October 1989, lists over 1,800 respite care providers and their addresses and telephone numbers. The entries are arranged alphabetically by state. An appendix, revised in December 1990, lists respite care and crisis nursery service providers who are grantees of funding under the Temporary Child Care for Children with Disabilities and Crisis Nurseries Act. (JDD)

ED 333 636 EC 300 389

McCabe, Connie
Breakthrough: Successful Special Education Programs in the High School. New Jersey's Secondary Special Education Initiative. Final Report.
New Jersey State Dept. of Education, Trenton. Div. of Special Education.
PUB DATE - 90
NOTE - 40p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Basic Skills; *Disabilities; *Dropout Prevention; Educational Cooperation; Educational Innovation; Educational Practices; Employment; High Schools; Program Development; Program Effectiveness; Program Implementation; Special Education; State Departments of Education; State Programs; *State School District Relationship
IDENTIFIERS - New Jersey

This publication presents the evaluation of the Secondary Special Education Initiative, a 5-year partnership between the New Jersey State Department of Education and nine school districts. The initiative was established in 1983 to enhance the development of high-school programs and services for educationally handicapped pupils. The initiative had as its goals the improvement of basic skills achievement in reading and mathematics, a decrease in the dropout rate for participating students, and an increase in post-graduation employment for participating students. In addition, each district agreed to be involved in collaborative planning, sharing, development, evaluation, and dissemination activities with the State Department of Education and with the addressed: definition of terms relating to behavior reduction procedures; environmental modification (changing the demands of a task, reducing the complexity of each step, or teaching a new skill); differential reinforcement (reinforcing appropriate behavior while ignoring inappropriate behavior); response cost (removing a positive reinforcer when an inappropriate behavior is displayed); timeout (removing the child for a short period from all reinforcement opportunities); overcorrection (the "disrupter" restores the situation and practices an appropriate behavior); aversive conditioning (undesirable stimuli are used to reduce undesirable behavior); corporal punishment; and research findings (research does not provide clear direction on when to use specific behavior reduction procedures). The last section presents recommendations including: obtain prior consent; try less aversive strategies first; follow appropriate protocol; write a detailed plan; use trained personnel; and keep track of effectiveness. Appended is the policy statement of the Council for Children with Behavioral Disorders on the use of behavior reduction procedures. Includes 93 references. (DB)

ED 333 657   EC 300 413

Zabel, Mary Kay
Teaching Young Children with Behavioral Disorders. Working with Behavioral Disorders: CEC Mini-Library.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 32p.; For other documents in this set, see EC 300 409-417.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Behavior Disorders; Behavior Modification; Compliance (Legal); Curriculum Development; Delivery Systems; Developmental Programs; *Early Childhood Education; *Early Intervention; Educational Legislation; *Educational Methods; Federal Legislation; Interpersonal Competence; Models; Preschool Education; Program Development; Psychoeducational Methods; Publicity; Young Children
IDENTIFIERS - *Education of the Handicapped Act Amendments 1986

This booklet reviews the literature and considers applications of Public Law 99-457 (Education of the Handicapped Act Amendments--1986) in developing programs for young children with behavior disorders. The following topics are considered: provisions of the law (states are required to provide a free, appropriate public education to all eligible children, ages 3 to 5, by 1991); intervention services (the law encourages efforts focused on collaboration, prevention, and family-centered services); public awareness campaigns (parents need to be alerted to program availability); developmental therapy (a curriculum model based on the child's current level of performance and behavior rather than chronological age); the engineered or orchestrated classroom (a model focused on creating a "harmonious learning climate"); the psychoeducational model (the security and comfort of a predictable structure and schedule are central); behavior modification (interventions are based on positive reinforcement, timeout, and natural consequences); social skills development (direct instruction is usually most effective with this population); focus on family (family strengths and needs are addressed rather than child deficits); teacher training and professional resources (both general and special educators need strategic planning report recommends five goals and corresponding strategies for goal achievement. Goals include: (1) to provide leadership through the Ohio Department of Education in the development of appropriate educational programs for all gifted students; (2) to improve the identification of all gifted students; (3) to collaborate with regular education personnel in the provision of appropriate educational programs and services for all gifted students; (4) to increase opportunities for family, school, and community involvement in the education of all gifted students; and (5) to evaluate gifted program effectiveness through gifted education student outcomes. The report also includes a glossary of terms and a time line for implementation of the strategic plan. (JDD)

ED 333 678 EC 300 434

Parette, Howard P., Jr.
Early Childhood Special Education, P.L. 100-407, and Assistive Technology: Strategies and Implications for the Classroom Practitioner.
PUB DATE - Apr 91
NOTE - 50p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143)
DESCRIPTORS - *Assistive Devices (for Disabled); Delivery Systems; *Disabilities; *Early Intervention; Federal Legislation; Federal Programs; Government Role; Microcomputers; Needs Assessment; Preschool Education; Student Needs; *Teacher Role; Technology; Young Children
IDENTIFIERS - Arkansas

This paper discusses implications of assistive technology for teachers or early intervention professionals who are seeking to optimize the educational experiences of children with disabilities. The paper considers the role of the Federal Government in Public Law 100-407, which establishes a grant program for statewide delivery of assistive technology, and examines implications for state technology planning. It then describes Technology Access for Arkansans, a project which conducted a statewide needs assessment of the technology and related services needs of 206 infants and young children (0-5 years) with disabilities. The needs assessment determined levels of satisfaction, expenditures for assistive technology, travel practices to acquire assistive devices, and funding sources. Issue areas emerging from the needs assessment included computer technology, centralized information, decentralized services, expanding the usage of existing funding options, hands-on experience with devices prior to payment, and transportation. Implications for teachers and early intervention professionals include their changing roles concerning assessment, acquisition, and use of assistive devices. These new roles require recognition of ethical issues, use of a team approach, and matching the technology with the individual. The paper concludes with specific suggestions for delivering assistive technology services. (Includes 58 references.) (JDD)

ED 333 679 EC 300 435

Parette, Howard P., Jr.

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adults; Agencies; Agency Cooperation; Education Work Relationship; Financial Support; *Individualized Programs; *Mental Retardation; *Multiple Disabilities; Rehabilitation Programs; *School Community Relationship; Secondary Education; *Transitional Programs; *Visual Impairments; Vocational Education
IDENTIFIERS - Community Based Education; *Individualized Transition Plans

This handbook supplement, for adult service providers, is part of a packet intended to aid educators, families, and adult service providers to facilitate the transition from school to adult life in the community for students with both cognitive disabilities and visual or dual sensory impairments. Emphasis is on preparation of students for adult lifestyles through transition planning and community based instruction, including vocational experiences. Two sample Individualized Transition Plans (ITPs) are given to illustrate the process involved in transition planning and the roles played by adult service providers, school personnel, and family members. In one case, Joanna, who is 20, is about to enter her last year of school so transition planning focuses upon setting up arrangements for adult services and activities that can be continued after Joanna exits from the school system. In the other case, that of 18-year-old Robert, transition planning includes both exploration of adult options and school activities to support his movement into appropriate, least restrictive adult options. Discussed for each case are vocational placements, living arrangements, income, medical care, recreation and leisure, transportation, and family support. General planning suggestions are also offered to agencies. Appendices provide a list of resources for volunteer support, guidelines for interagency councils, and a list of products and catalogs. (DB)

ED 333 697 EC 300 453

O'Neill, John; And Others
Parent Handbook: A Curricular Approach To Support the Transition to Adulthood of Adolescents with Visual or Dual Sensory Impairments and Cognitive Disabilities.
City Univ. of New York, N.Y. Hunter Coll.; Jewish Guild for the Blind.
SPONS. AGENCY - New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE - Dec 90
NOTE - 111p.; For related documents, see EC 300 449-452.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adults; Cooperation; Education Work Relationship; *Mental Retardation; *Multiple Disabilities; Parent Participation; Parent Role; *School Community Relationship; Secondary Education; Student Educational Objectives; *Transitional Programs; *Visual Impairments
IDENTIFIERS - Community Based Education; *Individualized Transition Plans

This handbook for parents is part of a packet intended to aid educators, families, and adult service providers to facilitate the

Delaware State Dept. of Public Instruction, Dover.
PUB DATE - Nov 90
NOTE - 50p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Behavioral Objectives; Cultural Awareness; Cultural Education; *Curriculum Design; Educational Objectives; Elementary Secondary Education; FLES; Grammar; *Latin; Oral Language; Reading Skills; Second Language Instruction; *Second Language Programs; *State Standards; Statewide Planning; Writing Skills
IDENTIFIERS - *Delaware

Delaware's state standards for the Latin curriculum in the public schools are presented. An introductory section outlines the goals of the Latin program for reading, cultural awareness, grammar, writing, and oral language and briefly discusses the philosophy of and approaches to Latin instruction in elementary and middle schools. Three subsequent sections outline fundamental grammatical concepts and present specific behavioral objectives for a variety of topic areas at each of three instructional levels, including levels: I (grades 4-6, 7-8, 9, 10, 11, and 12); II (grades 7-8, 9, 10, 11, and 12); and III-IV (grades 9, 10, 11, and 12). Topic areas include the following: the world of the ancient Romans; greetings and leave-taking; classroom communication; mythology and legend; famous Romans and legendary history; Roman names; the Roman family and home; Roman food and dress; everyday life; our Latin linguistic and artistic heritage; politics and history; Roman holidays; Roman social structure; Caesar's commentaries and other Latin readings; and Roman oratory, comedy, and poetry. A 17-item bibliography is included. (MSE)

ED 333 718 FL 019 202

Tusi Fa'aali mai Kalefonia Mo Matua ma Tupulaga o Samoa = A Handbook on California Education for Language Minority Parents. Samoan/English Edition.
California State Dept. of Education, Sacramento. Bilingual Education Office.
PUB DATE - 91
NOTE - 57p.
LANGUAGE - Samoan; English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141),
DESCRIPTORS - Administrative Organization; *Administrative Policy; Admission Criteria; Adult Education; *Ancillary School Services; *Bilingual Education; College Admission; Elementary Secondary Education; English (Second Language); Higher Education; *Parent Participation; *Public Schools; *Samoan; State Universities; Uncommonly Taught Languages
IDENTIFIERS - *California

This handbook is designed to assist Samoan-speaking parents of students residing in California. It is intended to clarify the operation of schools so parents can better support their children's education. The handbook provides basic information on the educational system and policies in question-and-answer format, addressing topics such as: enrollment; attendance; transportation; curriculum design and requirements; grades; promotions; testing; bilingual education and program design; additional programs and services such as advanced placement, alternative education, continuing, vocational, and adult education, child development,

ED 333 739 FL 019 236

Jones, Francis R.
Wacko Jacko and the Night of the Returning Dead: Post-Communicative Translation Teaching.
PUB DATE - 91
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Classroom Techniques; *Communicative Competence (Languages); Foreign Countries; *Interlanguage; *Interpretive Skills; Second Language Instruction; Skill Development; *Transfer of Training; *Translation

Translation is a real-life communication skill that should be incorporated into second language instruction. Communicative language teaching theory recognizes the importance of learning to handle foreign language internal transfer. Classroom activities to promote such language transfer skills include the following: (1) pairing students to summarize, for each other, articles in different languages about the same topic; (2) simulated interpreting situations; and (3) having students predict the difficulty of translating a variety of text types, then translate them and discuss their actual difficulty levels. The teaching of translation-as-communication in second language courses is helpful to all translators: highly-proficient second-language users will have a sound theoretical and practical basis for developing translation skills, and good second language users will have been taught to translate informally in a wide range of contexts and genres. A 25-item bibliography and sample texts are appended. (MSE)

ED 333 740 FL 019 239

Winkler, Gustav
Teaching Technical Translation: An Engineered Approach at Flensburg Polytechnic.
PUB DATE - 91
NOTE - 11p.; Paper presented at the Language International Conference on Teaching, Translating, and Interpreting (1st, Elsinore, Denmark, May 31-June 2, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Degree Requirements; *Engineering Education; Higher Education; *Information Technology; *Language Proficiency; *Languages for Special Purposes; Professional Education; Program Descriptions; Second Language Instruction; *Translation
IDENTIFIERS - *Flensburg Polytechnic (Germany)

All students in the new, unique four-year degree program for technical translators at Flensburg Polytechnic (Germany) must study engineering as well as language and cultural skills, language information technology, and theoretical and practical aspects of translation. The program was conceived and established by engineers with an interest in languages and translation, reflected in the program staff composition, which includes two applied linguists (however, the staff does not include theoretical linguists or language teachers; the program is practical, and little research is undertaken). Technical subjects comprise about half the curriculum, including descriptive engineering, technical translation, and information technology. Engineering specialists lecture periodically on specialized topics. In the second year, Context of a Rural Community"; "Experiences in Municipality Study Cooperation"; "Participatory Research and Public Health"; and "Participatory Research and Popular Culture." (OPF)

ED 333 761 FL 800 351

Raupp, Magda; And Others
Key Strokes: A Guidebook for Teaching Writing with Computers.
NETWORK, Inc., Andover, MA.
SPONS. AGENCY - Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE - 87
NOTE - 83p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Adult Education; Audience Awareness; *Computer Assisted Instruction; Elementary Secondary Education; Illiteracy; *Limited English Speaking; *Literacy Education; Parent Participation; Program Design; *Revision (Written Composition); Teaching Methods; Whole Language Approach; *Word Processing; *Writing Instruction; Writing Processes
IDENTIFIERS - Apple IIc; Apple IIe

This guide is the result of three projects that have been working to address the problem of intergenerational illiteracy in writing. While writing skills are limited among the general population, they are even more limited among limited-English-speaking students (both school-aged and adult learners). The guidebook is a self-help manual for teachers interested in helping such students write better. The guide offers ideas on how to help students manage the writing process; provides strategies for helping students generate ideas, develop audience awareness, and compose; and gives hints on encouraging students to revise papers they have already begun. The guide provides general information on the writing process as well as specific suggestions, examples, strategies, and procedures for an effective writing program. An introductory section provides an overview of research findings in writing. Implications for teaching writing are examined in section II. Subsequent sections focus on aspects of writing instruction. A 32-item bibliography is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 333 762 FL 800 360

Klassen, Cecil
Obstacles to Learning: The Account of Low-Education Latin American Adults.
PUB DATE - Mar 91
NOTE - 26p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adults; *Daily Living Skills; Educational Attainment; English (Second Language); Ethnography; Foreign Countries; *Illiteracy; Interviews; *Latin Americans; *Literacy Education; *Spanish Speaking
IDENTIFIERS - *Ontario (Toronto)

A Toronto (Canada) study explored how low levels of schooling and literacy affected access of Latin-American adults to aspects of everyday life. Subjects were nine Spanish-speaking men and women, most with little or no formal schooling and varying levels of Spanish literacy. Analysis of data gathered in interviews revealed that the individuals managed to operate effectively in most

*Physics; *Salaries; *Salary Wage Differentials; *Scientists; Sex Differences; Statistical Data; Teacher Salaries
IDENTIFIERS - *American Institute of Physics

This report provides nationwide data on the salaries of members of the American Institute of Physics Member Societies for 1990. The report opens with a discussion of variations in doctorate salaries by geographic location. Data are presented for broad regions of the country, as well as for several states and individual cities. Compensation rates and salary structures in all major sectors of the economy that employ doctorate-level members are also described. The sectors include industry, government, national laboratories, and universities. Given that a large percentage of society members are academics, special attention is paid to how salaries vary throughout an academic career. In later sections, compensation patterns among master's and bachelor's degree holders are discussed, focusing primarily on variations by years of experience and employment sector. The final two sections of the report describe differences in doctorate salaries by primary work activity and sex. (GLR)

ED 333 783 HE 024 608

Abraham, Ansley A.
They Came to College? A Remedial/Development Profile of First-Time Freshmen in SREB States. Issues in Higher Education No. 25.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE - 91
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *College Freshmen; *College Preparation; Comparative Analysis; *Developmental Studies Programs; *Enrollment; Higher Education; High Risk Students; Minority Groups; Private Colleges; Public Colleges; Remedial Instruction; *Remedial Programs

This paper reports on the results of a survey of remedial programs at public and private colleges and universities in the southern region of the United States and highlights remedial education patterns by state, race, and gender. Responses were received from 606 of the 826 institutions surveyed (73%). Among the report's findings are the following: (1) remedial enrollment at private institutions in the region (32%) is only slightly lower than the rate at public institutions (36%); (2) states that have mandatory testing and placement policies tend to have higher percentages of freshmen in remedial courses; (3) remedial enrollment rates for Blacks and Hispanics are consistently one and one-half to two times that of White students; (4) 38.5% of entering freshmen need remedial assistance in mathematics; and (5) remedial enrollment at most public and private institutions has increased since 1984; two-year colleges had the most increase, doctoral institutions had the least, but an average 25% of freshmen at doctoral institutions needed at least one remedial course. The report explores the implications that high levels of underpreparation present among Black and Hispanic students, as well as ethical questions raised by having college-level remedial programs. It is suggested that colleges and universities closely examine their expectations for remedial students and the institution's willingness to invest in the quality of program necessary to get students ready for full-time college work. (10 references, 10 tables) (GLR)

ED 333 784 HE 024 609

Chao, Georgia T.; And Others

PUB TYPE - Books (010), Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - General (020)
DESCRIPTORS - *College Instruction; *Curriculum Enrichment; General Education; Higher Education; Institutional Role; Personal Narratives; *Program Content; Program Descriptions; Values Clarification; *Values Education
IDENTIFIERS - *Le Moyne College TN

This book outlines the evolution of the Values Program at Le Moyne College (Tennessee) since the fall of 1985, when it was developed by seven members of the college community. The program's goal was to awaken career-oriented students to the full potential of a liberal arts education, and thus revitalize their commitment to social responsibility. The book discusses how liberal arts education can be reinvigorated through an approach that deals not just with the humanities or curriculum in general, but also with the entire institution, including areas of student life, development, and admissions. Told from a variety of perspectives, the publication offers insights into the joys and sorrows of participation in a faculty-initiated program at a small college. The book is divided into three main parts which discuss the program's components (part 1), some personal reflections about how the program's components affected some participants (part 2), and a program assessment (part 3). The final chapters discuss how commitment to the program was achieved, how the limited resources were managed to meet the program's needs and the needs of other college programs, and ongoing empirical evaluation and research. An appendix lists summer institute participants. (GLR)

ED 333 802 HE 024 649

Fordyce, Hugh R.
Improving Retention Rates of Black College Students: A Call for Action. Research Report Volume 14, Number 1.
United Negro Coll. Fund, Atlanta, GA.
PUB DATE - May 91
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Academic Persistence; *Black Students; College Graduates; College Preparation; Colleges; *College Students; *Dropout Prevention; Dropout Rate; *Graduation; Higher Education; *High Risk Students; Remedial Programs; School Holding Power; *School Responsibility; Student Financial Aid; Student Needs; Student Welfare; Universities

This report addresses the problem of retaining and graduating college students, particularly black students, in 4-year college programs. Seven key ideas are suggested: (1) colleges granting admission to students who lack adequate preparation should offer appropriate developmental or remedial support to these students; (2) colleges should ensure that enrolled students have adequate financial resources; (3) the college should provide a structure where at least one person is deeply concerned about each individual student; (4) the college should provide opportunities for each student to achieve a sense of belonging and purpose; (5) colleges should rigorously assess their educational programs for meeting students' needs; (6) colleges should modify practices and policies which impede student retention; and (7) the college should keep accurate records of student retention/graduation. In addition, three established practices (such as extensive lecturing) in American colleges are questioned with regard to their effect on student retention. Finally, it is noted that if the steps discussed are going to be implemented, vigorous

Programs"; (5) "Health Education Assistance Loan Program"; (6) "Institutional Loan Programs"; (7) "Administrative and Fiscal Standards"; (8) "Collection"; (9) "Contracting for Services"; (10) "Litigation and Bankruptcy"; (11) "Audits and Program Reviews"; (12) "The Regulatory Process"; and (13) "Consumer Credit Protection and Related Statutes". Appendixes contain sample forms, promissory notes, and other documents associated with student loan programs, selected federal regulations discussed in the text, statutes of limitations state by state, a glossary of terms and acronyms, and key resources and references for the student loan practitioner. (JB)

ED 333 822 HE 024 671

1990 NACUBO Endowment Study. Executive Summary.
Cambridge Associates, Inc., Boston, MA.; National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE - 91
NOTE - 99p.; Approximately 70 organizations helped to sponsor this study. For the full report, see HE 024 672.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Research/Technical (143)
DESCRIPTORS - Capital; *Educational Finance; *Endowment Funds; *Higher Education; *Income; Investment; *Money Management; Private Colleges; Public Colleges

The 1990 Endowment Study of America's colleges and universities of which this is the executive summary covered a broad variety of endowment issues of concern to trustees and administrators. The survey was mailed to 450 institutions and 369 institutions (82%) responded. Results of the study showed that 367 institutions had endowment assets totaling $60.1 billion. For fiscal year 1990, the equal-weighted mean total return of investment pools was 9.6 percent, lower than 1989. The returns generated by domestic and foreign stocks were higher than those of bonds and cash equivalents. However, the largest investment pools reported the best average nominal returns for the year. There were few significant changes in the average pool's allocation of assets among various investments. The average endowment spending rate was 4.5 percent, a slight decrease from 1989. For the decade ending June 30, 1990, the median investment pool with a return of 13.5 percent underperformed the Wilshire 5000 stock index but outperformed broad bond indexes and cash equivalents. The real, or inflation adjusted, rate of return for the median investment pool over this 10-year period was 8.7 percent. The bulk of this document is tables and figures illustrating the data with a section of commentary and a section of notes on the data. Appendices include a glossary and descriptions of market indexes. (JB)

ED 333 823 HE 024 672

1990 NACUBO Endowment Study.
Cambridge Associates, Inc., Boston, MA.; National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE - 91
NOTE - 349p.; Approximately 70 organizations helped to sponsor this study. For the executive summary, see HE 024 671.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Numerical/Quantitative Data (110), Reports -

higher education in other jurisdictions and to other provincially-funded activities. This statistical compendium contains the macro-indicators and complementary analyses, together with commentary on the material, as well as a glossary of terms and definitions. A brief definition of what each macro-indicator is intended to measure is provided. The indicators are as follows: ratios of operating revenue to eligible full-time equivalent enrollment and basic income units; ratios of research expenditures to full-time faculty; percentage distribution of operating expenditures; and interprovincial comparisons. Derived system data which have been used in development of the indicators are provided in an appendix. Tabular data comprise half the volume. (GLR)

ED 333 842 HE 024 701

Allen, Felicity
Academic Women in Australian Universities. Monograph No. 4.
Affirmative Action Agency, Sydney (Australia).
PUB DATE - Feb 91
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - General (140)
DESCRIPTORS - Affirmative Action; *College Faculty; Colleges; Comparative Analysis; Employment Level; *Equal Opportunities (Jobs); Foreign Countries; Higher Education; *Sex Discrimination; Sex Fairness; Universities; *Women Faculty
IDENTIFIERS - *Australia

This monograph explores some of the explanations commonly proffered to justify the existing pattern of academic women's employment in Australian universities. The research, data, and explanations in this monograph address the university area of the higher education sector only. It examines the adequacy of some of the explanations given for women's concentration in the lower ranks of academic employment. The validity of various explanations is tested by examining them against available relevant data. This examination strongly suggests that academic women experience sex discrimination, particularly systemic or indirect discrimination, in employment in universities. Among the topics discussed concerning women's participation patterns in academic employment are the following: (1) selection and promotion procedures; (2) turnover in academic employment; (3) academic employment and domestic responsibilities; and (4) gender-based differences in academic merit, such as qualifications, publications, teaching ability, and participation in administration. Appendices provide a comparative listing of the proportion of senior academics who are women in various Australian universities between 1980 and 1987, and a list of the Australian universities whose staff statistics are included in the Universities Annual Statistical Collection, 1987. Contains a 48-item bibliography. (GLR)

ED 333 843 HE 024 703

Nijhof, W. J., Ed.
Values in Higher Education. "Bildungsideale" in Historical and Contemporary Perspective.
Twente Univ., Enschede (Netherlands). Dept. of Education.
PUB DATE - Jul 90
NOTE - 150p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120)

Assessment.
PUB DATE - 90
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Computer Assisted Testing; *Computer Software; *Computer Uses in Education; Elementary Secondary Education; Grading; Inservice Teacher Education; Microcomputers; Questionnaires; School Surveys; *Teacher Developed Materials; Test Construction; *Test Items; *Use Studies

This study was intended to establish "base-line" data with respect to teacher utilization of available microcomputer software for the purposes of: (1) generating teacher-made appraisals; (2) scoring/analyzing teacher-made appraisals; and (3) assigning and recording grades. Differences in reported utilization at the K-4, 5-8, and 9-12 grade levels were also examined, and an estimate was made of the use of various microcomputer systems in MECC (Minnesota Educational Computing Consortium) member schools. A sample of 300 schools was selected from the MECC national membership mailing list, and survey forms were mailed to the contact person named on the MECC mailing list. Responses were received from 217 schools (72%) in 40 states; the number of responses per state varied from 1 to 35. Respondents were asked to estimate the percentage of teachers in their school district using microcomputers for the three specified purposes. Results of the survey reveal that classroom teachers make relatively little use of microcomputers to generate or score/analyze teacher-made appraisals. Although greater numbers of teachers were using computers in assigning and recording grades, only half of the respondents indicated that this practice was employed by more than 10% of the teachers in their school district. It was found that teachers at grade levels K-4 use computers much less frequently than teachers at higher grade levels across all three applications, while teachers at levels 9-12 used computers with the greatest frequency. Apple computers were found to be almost universally available (99%), followed by Macintosh (65%), and IBM/IBM compatible (63%). It is concluded that the development of inservice workshops and training programs for teachers that demonstrate the use of software for testing could result in both a reduction of teacher time and effort and an enhancement of the quality of classroom assessment procedures. A copy of the survey form is appended. (8 references) (BBM)

ED 333 862 IR 015 025

Lee, William W.; Roadman, Kenneth H.
Ensuring Instructional Soundness through Sound Evaluation.
PUB DATE - 90
NOTE - 15p.; Paper presented at the International Conference of the Association for the Development of Computer-based Instructional Systems (32nd, San Diego, CA, October 28-November 1, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Formative Evaluation; Industrial Training; *Instructional Development; *Instructional Effectiveness; *Interactive Video; Material Development; Models; Needs Assessment; Postsecondary Education; Staff Development; *Summative Evaluation

Interactive videodisc training will only come into its own when its effectiveness for improving performance in the workplace is

Stevens, Norman D.
Steady Habits and Wooden Nutmegs; Connecticut Libraries in the Year 2000.
Connecticut State Library, Hartford.
PUB DATE - 90
NOTE - 17p.; Published for the Governor's Conference on Library and Information Services (Waterbury, CT, May 22-24, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Access to Information; Computer Networks; Financial Support; *Futures (of Society); *Information Services; Information Technology; *Library Networks; Shared Resources and Services; State Programs; Statewide Planning
IDENTIFIERS - *Connecticut; White House Conference Library Info Services

By the year 2000, Connecticut libraries in general will be organized as they now are, serve most of the needs that they currently do, continue to focus on books as their primary stock-in-trade, and look and function very much as they do today. By 2000, however, their basic services will be augmented and strengthened by the use of information technology. The broad access currently provided to books and to audio and video materials, microforms, online databases, and CD-ROM products will be broadened to encompass additional information technologies as they become established and affordable. By 2000, a comprehensive Connecticut Library and Information Network (CLIN) will be coordinating local and regional cooperative library activities and providing a range of statewide services. Remote access to, and delivery of, information will be widely and readily available. Using emerging technology, it will be possible for the CLIN to have in place before the end of this decade the first statewide universal library borrower's card. Each card will contain an electronic user account number and encoded information on the holder's borrowing records, and that, or another card, will also furnish a cash/debit account for fee-based or reciprocal services. In close cooperation with SNETCO, which has responsibility for telecommunication services for Connecticut, CLIN will also arrange, during the coming decade, to emulate throughout the State of Minitel system currently at use in France. This system will be based on the free distribution to all telephone subscribers of a compact computer terminal that will support direct 24-hour-a-day access to a wide variety of information services. It should be recognized, however, that the 1990s will also see an increasing disparity, in Connecticut as elsewhere, in equity of access to library and information services, and this problem must be seriously addressed. (BBM)

ED 333 881 IR 053 625

Information at Risk: Michigan Libraries in the 1990's. Review of Task Force Recommendations.
Michigan Library, Lansing.
PUB DATE - Apr 89
NOTE - 45p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Academic Libraries; Elementary Secondary Education; Financial Support; Higher Education; Learning Resources Centers; *Library Cooperation; Library Networks; *Library Planning; Library Services; *Long Range Planning; School Libraries; Shared Resources and Services; Special Libraries; State Libraries; *Statewide Planning
IDENTIFIERS - Library Services and Construction Act; *Michigan

technical processing since 1988 has resulted in about half of the collections being uncataloged and many books in the historical and special collections remaining in need of preservation. A collection development policy under development at the time of this report was scheduled for implementation in August 1991, and organization representatives suggested that better publicizing of and access to the Library's services would improve its usefulness. Seven appendixes include data on Department of Education Research Library non-personnel expenditures (fiscal years 1980-90) and the views of library experts and representatives on expanding public access to research libraries. (BBM)

ED 333 898 IR 053 660

Elliott, Raymond; And Others
Information Security in Higher Education. Professional Paper Series, #5.
CAUSE, Boulder, Colo.
SPONS. AGENCY - Coopers & Lybrand, New York, N.Y.
PUB DATE - 91
NOTE - 35p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Academic Freedom; *Access to Information; Administrator Role; *Colleges; Emergency Programs; Higher Education; *Information Technology; Interviews; Microcomputers; *Policy; Surveys; *Technological Advancement; Telecommunications
IDENTIFIERS - *Computer Security; Computer Viruses

Intended to generate discussion and motivate proactive intervention in matters of information security, this paper defines and discusses some of the key issues relating to information security on college and university campuses based on in-depth interviews conducted at eight selected higher education institutions of varying size and composition in the spring of 1989. Findings, observations, and suggestions for further research are presented in eight areas: (1) Awareness of Information Security; (2) Information Security Concerns, including confidentiality, telecommunications, microcomputers, business continuity/disaster recovery planning, and physical security); (3) Risk Assessment; (4) Information Security Policies, including microcomputer policies; (5) Security and Control; (6) Information Security Administration; (7) Design, Review, and Testing of Information Security: The Role of Auditors and Consultants; and (8) Information Security Issues for the 1990s, including networks, end-user computing, and pace of technological advances. It is concluded that one of the most difficult challenges information technology managers at colleges and universities face today is finding the correct balance between academic freedom and essential security measures. A copy of the interview guide is appended as well as a profile of Coopers & Lybrand, the corporate sponsor of the study, and an annotated listing of six reports in the Professional Paper Series. (24 additional readings) (BBM)

ED 333 899 IR 053 661

Gustafson, Julia; Langan, Kerry
Academic Library Services and the Learning Disabled College Student.
PUB DATE - 90
NOTE - 34p.; Paper presented at a continuing education workshop, "Library Services and the Learning Disabled" (Buffalo, NY, June 8, 1990).
LANGUAGE - English

Education
IDENTIFIERS - DACUM Process; *Northeast Texas Agricultural Literacy Network; *Workplace Literacy

Problems associated with the poor academic and technical preparation of many workers can be addressed through the use of occupational analysis techniques coupled with the development of curricula based on the results of such analyses. This workplace literacy handbook describes five stages in analyzing business literacy needs and developing relevant curricula. Following a brief introduction, the first section, "Getting Organized," describes the creation of a technical advisory committee (TAC) made up of workplace supervisors, senior-level workers, workplace training directors, a representative from organized labor, and postsecondary instructors, administrators, and career counselors. The next section, "Targeting Industries and Occupations," discusses the collection and analysis of labor market information. Next, "Occupational Analysis" describes the Developing a Curriculum (DACUM) process in which expert workers from a business serve on special panels to assist in identifying job tasks and skills. The fourth section, "Task Analysis (Literacy Audit)," reviews the application of special matrices which list job tasks on the vertical axis, and various mathematical, reading, writing, speaking, and listening skills along the horizontal axis. The final section, "Curriculum Development," discusses the creation and sequencing of course objectives, and the evaluation of student progress. Detailed appendixes provide a sample completed job inventory for poultry production and processing; a sample task analysis matrix; and a sample basic skills taxonomy which reviews and defines the academic skills listed on the task analysis matrix. (PAA)

ED 333 917 JC 910 299

Carnes, John
Northeast Texas Agricultural Literacy Network: A-Lit-NeT: A Rural College Partnership Project. Final Report.
Northeast Texas Community Coll., Mount Pleasant.
SPONS. AGENCY - American Association of Community and Junior Colleges, Washington, D.C.; Department of Labor, Washington, D.C.; Economic Development Administration (DOC), Washington, D.C.; National Association of Broadcasters, Washington, D.C.; Tennessee Valley Authority, Knoxville.
PUB DATE - 21 Jun 91
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adult Basic Education; Adult Literacy; Agricultural Occupations; Agricultural Skills; Community Colleges; *Cooperative Programs; Demand Occupations; *Job Skills; Job Training; *Labor Education; *Labor Force Development; *Literacy Education; Occupational Surveys; Program Improvement; Rural Education; *School Business Relationship; Two Year Colleges
IDENTIFIERS - *Northeast Texas Agricultural Literacy Network; *Workplace Literacy

In northeast Texas, 47% of the adults over the age of 25 have not graduated from high school. Area agricultural businesses are rapidly implementing new technologies and quality control measures, both of which require literate and highly trainable workers. To meet these needs, a partnership project was undertaken between Northeast Texas Community College (NTCC) and the Northeast Texas Quality Work Force Planning Committee ("Vision-NeT") aimed at enhancing workplace literacy in targeted agricultural

Report on the Acceptance of Vocational Education Courses for Admission Purposes at Michigan's Community Colleges and Universities. A Special Report for the Michigan Senate and House Appropriations Subcommittees Authorized under Act 171 of 1989.
Michigan State Board of Education, Lansing.
PUB DATE - May 90
NOTE - 61p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Admission Criteria; Advanced Placement; *Articulation (Education); *College Applicants; College Bound Students; *College Credits; College Preparation; Community Colleges; Grade Point Average; Higher Education; High Schools; Prerequisites; *Prior Learning; Questionnaires; Secondary School Curriculum; State Surveys; Transfer Policy; Transfer Students; Two Year Colleges; Universities; *Vocational Education
IDENTIFIERS - *Michigan

In response to state legislation calling for a comprehensive report on the transferability of vocational courses from high school to community colleges and four-year institutions, questionnaires were sent to all of Michigan's 29 community colleges and 15 universities. The survey sent to universities focused on the extent to which a college applicant's high school vocational courses were considered when calculating high grade point average (GPA), while the two-year college questionnaire examined the transferability of such courses for college credit. Usable surveys were returned by all 29 community colleges and 14 of the universities. Study findings included the following: (1) eight universities omit all vocational coursework when computing an applicant's high school GPA, six universities consider vocational coursework grades when evaluating a student's credentials, and two universities include such grades when calculating GPA; (2) no universities allowed high school vocational courses to substitute for college preparatory courses; (3) of the 22 community colleges awarding college credit and advanced placement, 21 do so in response to articulation agreements with high schools; and (4) of the seven community colleges that do not award credit for high school vocational courses, five schools permit students to use the courses to bypass an introductory or prerequisite course. Appendixes include a brochure with advice for college-bound students; admissions requirements for 14 state universities; and the survey instruments. (PAA)

ED 333 935 JC 910 327

Michigan Community and Junior Colleges: Enrollment Data Profile, 1988-89/1989-90.
Michigan State Dept. of Education, Lansing. Community Coll. Services Unit.
PUB DATE - Apr 91
NOTE - 263p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Education; College Programs; *Community Colleges; Degrees (Academic); *Enrollment; Enrollment Trends; Ethnicity; Females; Males; Minority Groups; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS - *Michigan

Information Analysis Products (071), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Classroom Techniques; *Community Colleges; Content Area Writing; Inservice Teacher Education; Literature Reviews; Program Implementation; *Teacher Participation; Teacher Role; Teacher Workshops; Teaching Methods; Two Year Colleges; *Writing Across the Curriculum; *Writing Instruction
IDENTIFIERS - ERIC Digests

Writing Across the Curriculum (WAC) programs advocate the incorporation of writing into all classes and all disciplines as a means of helping students to improve their writing skills and to use writing as a learning tool. While most instructors agree that students write poorly, the greatest obstacle to implementing WAC courses on community college campuses has been convincing faculty in non-English disciplines to incorporate writing assignments into their courses. Most successful WAC programs begin with faculty workshops to convince teachers that students learn more about a subject by writing about it than by taking true-false or multiple-choice tests, and to illustrate that instructors need not increase their paper load by giving writing assignments. At Somerset Community College (Kentucky), a 3-year training project involved all 90 faculty members in a series of 10-weekly 2-hour workshops introducing them to the value of process-oriented writing. Methods for incorporating writing assignments into already crowded syllabi include requiring students to respond to lectures in ungraded journals and having students evaluate each others' written work. A number of community colleges have expanded the WAC approach in a variety of ways. At Orange Coast College (California), the general education curriculum has been structured to pair four separate sections of freshman composition with four different content courses. At Los Medanos College (California), a single instructor teaches two or three courses to the same group of students, ensuring that writing is taught across the curriculum. Successful WAC programs must have not only administrative support, but also must assure faculty ownership of and commitment to the effort. (JMC)

ED 333 953 JC 910 348

Terrill, Marty
Tailoring an Honors Program to Your Institution.
North Arkansas Community Coll., Harrison.
PUB DATE - 91
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Academically Gifted; Budgets; Community Colleges; Curriculum Development; *Honors Curriculum; *Program Administration; *Program Design; *Program Development; Program Implementation; Two Year Colleges; *Two Year College Students

The first step in developing the honors program at North Arkansas Community College (NACC) involved establishing the following four program objectives: (1) to develop students' skills in critical thinking, research, and the application of knowledge; (2) to explore the historical, philosophical, and cultural backgrounds of disciplines; (3) to foster the synthesis of knowledge through interdisciplinary courses; and (4) to encourage self-guided study. After the objectives were established, data for a profile of NACC students were gathered, and an evaluation of the existing curriculum was made. Support was enlisted from interested faculty and from key administrators. The Vice-President of Instruction

Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adolescents; *Age Differences; *Children; Foreign Countries; *Freehand Drawing
IDENTIFIERS - *Visual Representation

Previous literature suggests that young children are relatively insensitive to viewpoint in drawing, only showing their view when the task demands it. In contrast, older children appear to become more sensitive to viewpoint, and it has been claimed that there is a developmental progression towards portrayal of viewpoint though linear perspective. This study investigated sensitivity to viewpoint by direct manipulation of the child's view. A total of 225 children of 6, 8, 10, 12, and 14 years of age were asked to draw an L-shaped array of three cubes from one of three views: frontal eye-level, frontal elevated, and corner elevated. Within each age group, 15 children were assigned to each of the three conditions. Each child performed only one viewing condition and produced only one drawing. At every age, children showed sensitivity to viewpoint. In the case of younger children, this involved showing the number of cubes visible, but did not lead to an accurate portrayal of either the children's view or the array relations. Older children portrayed their view and the array relations more accurately than did younger children, and their viewpoint had a strong effect on their choice of projection system. There was no evidence of a general progression toward use of linear perspective. (Author/RH)

ED 333 972 PS 019 592

Wanat, Carolyn L.
School Needs of Single-Parent Children in the Middle Grades: A Qualitative and Quantitative Analysis.
PUB DATE - Apr 91
NOTE - 33p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Administrator Attitudes; Family (Sociological Unit); *Family School Relationship; Individual Needs; Interviews; Junior High Schools; *Junior High School Students; *One Parent Family; Parent Attitudes; Program Development; *Program Effectiveness; School Responsibility; *School Role; *Student Needs; Surveys
IDENTIFIERS - Single Parents

The research goals of this study were to determine the special school needs of single-parent children; the effectiveness of schools in addressing those needs; and school policies, programs, and practices that would better address the needs of these children. Subjects were principals of Iowa schools with seventh and eighth grades; single parents of children in the schools; and experts in Iowa's Department of Public Instruction and other public and private social service agencies. Of the 510 principals who were mailed surveys, 391 responded and, a total of 398 single parents responded. A two-phase design was used. Data collected in the exploratory phase were obtained from 30 interviews of the principals, parents, and experts. In the verificational phase, a four-part survey instrument asked respondents to: (1) rate the importance of identified special needs of single-parent children; (2) confirm the existence and rate the importance of 25 specific school policies, programs, and practices; (3) evaluate the school's effectiveness in meeting the needs of single-parent children; and (4) provide personal and professional background information. Results showed that respondents agreed on four broad and observer attributions of those males and females with high self-esteem; (2) the consistency and reliability of self-esteem Q-based congruence scores; (3) sex differences in level of self-esteem over time; (4) the nonsignificance of social class for ideal self-attributions at any age for either sex; (5) the relation of ego-control to self-esteem; (6) the similarity of individuals' self-descriptions over time; and (7) problems associated with use of the Rosenberg index of self-esteem. (RH)

ED 333 992 PS 019 643

Shimoni, Rena; Friesen, Bruce K.
Day Care and the Quest for Professionalism: Issues and Dilemmas in Traditional Women's Work.
PUB DATE - 90
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Child Caregivers; *Day Care; *Definitions; Early Childhood Education; *Ecological Factors; Foreign Countries; Guidelines; Models; *Public Opinion; *Sex Role; Teacher Education
IDENTIFIERS - Jurisdiction; *Professionalism

This paper critically examines the concepts of professions and professionalization that prevail in the early childhood literature and offers alternative conceptualizations from the sociology of professions. After delineating traditional concepts of professions, Wilensky's (1964) popular definition of a profession is adopted for this examination. According to Wilensky, any occupation wishing to exercise professional authority must find a technical basis for it, assert an exclusive jurisdiction, link both skill and jurisdiction to standards of training, and convince the public that its services are uniquely trustworthy. The four conditions of this definition are discussed in relation to day care. Subsequent discussion points out that the advocates of professionalization in day care may not be representative of the occupational group as a whole, and that professionalization, although widely accepted in the early childhood literature, may have a number of unintended consequences. In the concluding discussion, the application of traditional models of professionalization to the early childhood field is criticized because it ignores the issue of gender. Ideas are offered on how to integrate an appropriate professional model for day care workers within an ecological approach. (RH)

ED 333 993 PS 019 644

Harwood, Robin L.
Culture and Normative Developmental Models: Anglo and Puerto Rican Mothers' Perceptions of Attachment Behavior.
PUB DATE - Apr 91
NOTE - 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Anglo Americans; *Attachment Behavior; Comparative Analysis; Cultural Influences; *Definitions; *Ethnic Groups; Lower Class; Middle Class; *Mothers; Puerto Rican Culture; Puerto Ricans; *Stranger Reactions; *Toddlers; Whites

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Academic Achievement; Competition; Elementary School Students; Elementary School Teachers; Grade 1; Grade 2; Grades (Scholastic); *Parent Attitudes; Primary Education; *Report Cards; *Student Evaluation; Student Motivation; *Teacher Attitudes
IDENTIFIERS - *Alternative Grading; *Narrative Report Cards; Virginia (Albemarle County)

This study examined the success of narrative report cards, an alternative method of reporting student progress, at an elementary school in Virginia. Surveys about narrative reports were sent to parents of first and second graders, and two teachers at each grade level were interviewed about the reports. Results indicated that both parents and teachers preferred narrative reports to grades because they were more personal, less competitive, and conveyed more information to parents about their children's progress. A series of appendixes includes: (1) a list of alternatives to traditional grading reports; (2) a set of sample narrative report forms; (3) a copy of the parent survey used in the study; (4) results of the study presented in graph format; and (5) transcripts of the interviews with each of the four teachers. A list of nine references is included. (BC)

ED 334 014 PS 019 721

Holden, Melinda L.
Recommendations for Increasing Parent Involvement at Ryan Primary in Nelson County, Virginia.
PUB DATE - 90
NOTE - 79p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Academic Achievement; Elementary School Students; *Elementary School Teachers; *Parent Attitudes; Parent Child Relationship; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Primary Education; Program Development; *Rural Schools; School Activities
IDENTIFIERS - Nelson County Public Schools VA; Parent Surveys; Virginia (Nelson County)

This study analyzed the kinds of involvement with schools parents want and what keeps parents from being involved. An extended introduction discusses the nature of parent involvement programs, barriers to their implementation, and the role of parents and teachers in the programs. A survey concerning parent involvement was given to parents of 305 children in kindergarten through third grade at a rural Virginia school. Results from 180 respondents indicated that parents wanted more communication from teachers and a greater knowledge of their children's progress in school. The survey also identified several variables that kept parents from being involved in the school. Based on these results, teachers in a kindergarten and a third grade class began to send notes concerning their children's activities to parents. After two weeks, the parents were surveyed. Parents indicated that they wanted the program to continue and that they felt more informed about their children's progress. A reference list of 39 items and a bibliography of 60 items are included. Appendixes include samples of the first survey sent to parents, the form used for notes to parents, and the final survey. (BC)

ED 334 015 PS 019 722

Williams, Lawrence T.
Home Schooling and Creativity.

PUB DATE - Mar 91
NOTE - 13p.; Paper presented at the Annual Conference of the American Association of School Administrators (New Orleans, LA, March 1-4, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *American Indians; Equal Opportunities (Jobs); *Ethnic Stereotypes; *Job Satisfaction; Questionnaires; *Sex Role; *Sex Stereotypes; Surveys; *Women Administrators

This study investigated the relationship between variables of ethnic and sex-role stereotype and job satisfaction based on Festinger's dissonance avoidance theory and Bruner and Tagirui's implicit personality theory. The respondents were 114 American Indian female supervisors, out of a representative sample of 200. The data were collected using a three-part questionnaire developed for this study. Ethnic stereotype was measured using indicators of cross-cultural, reciprocal, and self-stereotype. Sex role stereotype was measured using indicators of self-image, males' stereotype of feminine women and women's perceptions of males' stereotype of feminine women. Job satisfaction was measured using indicators of the social aspects of the job, intrinsic aspects, situational determinants, ecological environment, and compensation. The data were analyzed by multivariate regression techniques. The regression coefficient of ethnic stereotype and sex-role stereotype on job satisfaction was .22 and .37, respectively. The variables of ethnic and sex-role stereotype had a .60 correlation. The findings suggest that American Indian female supervisors feel that being seen in the role of the female American Indian supervisor has influenced them negatively. The study is applicable to employers of minority women who work in a supervisory educational setting and raises questions of equal opportunity and equity within educational systems. (KS)

ED 334 035 RC 018 205

Miller, Michael T.; Casebeer, Arthur L.
Education in Thailand: A Model for Developing Countries?
PUB DATE - 91
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Centralization; *Cultural Influences; *Developing Nations; *Educational Development; Educational Innovation; Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; Government School Relationship; Higher Education; Literacy; *Nonformal Education; Schools of Education; Special Education
IDENTIFIERS - *Thailand

At all levels in the Kingdom of Thailand, education has played various roles in the country's war on illiteracy. A strong commitment by the Thai government combined with a social value structure which has supported the concept of education has helped the people of Thailand achieve a near 90% literacy rate. To provide a model for similar countries to approach the problems of illiteracy and formal schooling, this report describes the process of educational development in Thailand. Taking into account Thai culture, natural resources, and the existing economy, the structure of Thai education has been carefully developed to allow disadvantaged students equal opportunity to learn and partake in higher education. In addition to structured education in traditional schools, non-formal education is offered through radio

PUB TYPE - Reports - Evaluative/Feasibility (142),
Numerical/Quantitative Data (110)
DESCRIPTORS - Agriculture; *Economic Development; Economic Impact; Federal Aid; *Federal Programs; Financial Support; Mission Statements; Needs Assessment; *Policy Formation; *Program Evaluation; *Rural Development
IDENTIFIERS - *Department of Agriculture

This report addresses current economic conditions in rural America and offers recommendations about the role the United States Department of Agriculture (USDA) can play in providing rural development. The Task Force identifies issues for rural policy in the 1990's focusing on economic development. Current rural programs are described and critiqued, including infrastructure building, services to businesses, financial capital to business, rural education, rural workforce training, information and research. Recommendations include: (1) focusing policy on the nonfarm rural economy; (2) modifying and clarifying the USDA rural mission; (3) strengthening coordination of USDA's rural programs; (4) enhancing USDA's capacity for strategic action through the Office of the Under Secretary for Small Community and Rural Development; and (5) improving the USDA's ability to implement rural programs through development of employee skills and training and informational support to USDA staff. Appendix A provides funding information on USDA's rural development programs. Results from a survey of USDA employees are tabulated in Appendix B. Appendix C lists State Food and Agriculture Councils (FAC) by state, with names and addresses for the FAC Chairperson and the Rural Development Chairperson. A summary of conditions in the changing rural world is given in Appendix D. Appendix E lists task force assignments in completing the report. Finally, conclusions from the work group on USDA management strategies and organizational structures are enumerated in Appendix F. (KS)

ED 334 054   RC 018 261

Wenk, DeeAnn; Hardesty, Constance L.
Family and Household Effects on the Educational Attainment of Young Adults.
PUB DATE - Mar 91
NOTE - 35p.; Previous version of this paper was presented at the Annual Meetings of the Population Association of America (Washington, DC, March 21-23, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adolescents; College Attendance; Differences; *Educational Attainment; *Family Characteristics; Family Financial Resources; *Family Structure; High School Graduates; Longitudinal Studies; *Poverty; Regional Characteristics; *Rural Urban Differences; Secondary Education

This study examines the impact of family structure, poverty level, and region of residence on educational attainment. The study uses data collected by the National Longitudinal Survey of Youth, with a probability sample of 3,854 men and women aged 14 to 18 in 1979. Logistic regression was used to allow for the analysis of dichotomous dependent variables (high school completion versus incompletion and attendance of at least one year of college versus not attending college). Parent's socioeconomic status is measured by the mother's and father's education and occupation. Household structure is categorized as two parent household, one parent household, or an alternative household form. Residential status is measured in terms of rural/urban and southern/non-southern. Significant findings are: (1) living in a single parent or two-parent household (in contrast to alternative form of

PUB DATE - 22 Aug 90
NOTE - 57p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Calculators; Elementary Education; Elementary School Curriculum; *Elementary School Mathematics; Improvement Programs; *Instructional Improvement; Language Proficiency; Manipulative Materials; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Minority Groups; Program Descriptions; Program Evaluation; Program Proposals
IDENTIFIERS - *Dade County Public Schools FL; *NCTM Curriculum and Evaluation Standards

This policy analysis report on the Dade County Public Schools was written as part of an Honors Student Mentor Group sponsored by the Institute for Public Policy and Citizenship Studies. The students visited several schools, conducting personal interviews with staff and students, and reviewed statistical sources on a weekly basis under the guidance of an associate professor of history, who was also the director of the Dade Community Summit Conference on Building Effective Schools. Fourteen recommendations were cited as follows: (1) hands-on mathematics projects should be promoted at every stage of schooling; (2) manipulatives should be used extensively; (3) use of workbooks and ditto sheets should be minimized; (4) each student should own a calculator and have it available for daily use; (5) computers should be used primarily for higher order cognitive activities, rather than basic skills drill; (6) portfolio assessment should be encouraged for the annual evaluation of students, teachers, and schools; (7) all elementary schools should have specialists in mathematics, science, and computer sciences; (8) cross-grouping should be used widely; (9) each school should have a mathematics coordinator for resources, inservice programs, curriculum design, and peer coaching; (10) all elementary mathematics instructors should update their own mathematics training; (11) Florida state certification requirements for elementary school teachers should be strengthened in terms of mathematics coursework; (12) specific linguistic difficulties of minorities should be assimilated into corrective teaching practices; (13) mathematics instruction should stress multicultural traditions; and (14) college student volunteers should be recruited as tutors. (JJK)

ED 334 073 SE 052 159

Lo, Jane-Jane; And Others
Learning To Talk Mathematics.
SPONS. AGENCY - National Science Foundation, Washington, D.C.
PUB DATE - Apr 91
NOTE - 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classroom Communication; Classroom Techniques; *Discussion (Teaching Technique); *Elementary School Mathematics; Grade 3; Higher Education; *Learning Strategies; Mathematical Enrichment; Mathematics Education; *Mathematics Instruction; Primary Education; Problem Solving; Qualitative Research; Teaching Methods
IDENTIFIERS - *Discourse

Calls for increased student involvement in mathematics classroom learning situations are due primarily to the recognition that a

PUB TYPE - Dissertations/Theses - Master Theses (042)
DESCRIPTORS - Computer Assisted Instruction; *Computer Oriented Programs; Computer Software; Foreign Countries; Foreign Culture; Instructional Development; Tourism; *Travel
IDENTIFIERS - *Thailand

This document reports on an examination of the analysis, design, development, implementation, and evaluation of an interactive computer program. The program is called an expert system adviser, and is for tourists planning on visiting Thailand. The expert system contains well-organized information that provides detailed coverage of Thailand. The instruction is intended to guide tourists and interested individuals who want to go to Thailand for a vacation. (Author/DB)

ED 334 093 SO 021 189

Bennett, Jack A.
The Utilization of Instructional Media and Technology in the Teaching of U.S. History: A Research Report.
PUB DATE - 2 Nov 90
NOTE - 35p.; Paper presented at the meeting of the National Social Science Association (Ft. Lauderdale, FL, November 2, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Educational Media; Educational Strategies; *Educational Technology; Grade 11; High Schools; *History Instruction; Instructional Materials; Surveys; *Teaching Methods; *United States History; Videotape Recordings
IDENTIFIERS - *Georgia

This report is from a study designed to determine: (1) the extent to which specific instructional media, technologies, and strategies are used in teaching U.S. history; (2) titles and types of resources found to be effective in teaching U.S. history; and (3) the extent to which history teachers are involved in cooperative activities with school media specialists. Eighty-five U.S. history teachers (eleventh grade) in 18 counties in southeast Georgia were surveyed to determine the extent of media utilization in secondary social studies. Among the types of instructional media, technologies, and strategies examined are: magazines/newspapers, reference books, historical fiction, videotapes, computer software, role-playing, community resources, cooperative learning, and student-produced media projects. Results indicated that videotapes are the most utilized medium of instruction by survey respondents. Another notable result of the study is the documentation of the variety of media, technologies, and strategies employed by the teachers of U.S. history. Twelve tables, a list of references, and three appendices are included. (DB)

ED 334 094 SO 021 190

Philips, David, Ed.
Educational Research for the Future: The Challenges of the Next 15 Years.
New Zealand Council for Educational Research, Wellington.
PUB DATE - 86
NOTE - 103p.; Papers presented at the New Zealand Council for Educational Research Invitational Seminar (Wellington, New Zealand, June 14-15, 1984).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)

population, resources, commodities, trade, cities, energy, industries, demographic statistics, food and agriculture, aspects of the national governments, and aspects of the national economies. Numerous individual country maps also are included. (DB)

ED 334 119   SO 021 372

USSR Country Notes. 1991 Revised Edition.
World Eagle, Inc., Wellesley, MA.
PUB DATE - 91
NOTE - 56p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Demography; Elementary Secondary Education; Foreign Countries; Geographic Regions; Graphs; *Human Geography; Instructional Materials; *Maps; *Social Studies; *Tables (Data)
IDENTIFIERS - *USSR

This document is a compilation of illustrative maps, tables, and graphs that depict several features of the Soviet Union, including: size, population, trade, energy, industries, demographic statistics, and food and agriculture. Designed to be used by classroom teachers, it provides a rich resource of information for teaching about the U.S.S.R. (DB)

ED 334 120   SO 021 373

Hansen, Carol; And Others
Shilpa. 1990 Revised Edition.
World Eagle, Inc., Wellesley, MA.
PUB DATE - 90
NOTE - 219p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Area Studies; Art Activities; *Art Education; *Cultural Education; Elementary Secondary Education; *Folk Culture; *Foreign Culture; Instructional Materials; Learning Activities; Multicultural Education; Music Activities; Non Western Civilization; Puppetry; Social Studies
IDENTIFIERS - Folk Dance; Folk Music; *India

This document presents a collection of materials designed to help students learn about the culture of India through an examination of the country's folk art tradition. Sections on folk crafts, folk dances, folk music, and puppets are included. Each section contains numerous activities. A glossary and an extensive bibliography, folk music scores, and puppet patterns also are included. (DB)

ED 334 121   SO 021 384

Saunders, Robert J.; Shuler, Scott C.
The Year of the Arts in Education: 1990-91. What It Is All About. What To Expect. What To Do.
Connecticut State Dept. of Education, Hartford. Div. of Curriculum and Professional Development.
PUB DATE - Sep 90
NOTE - 28p.
LANGUAGE - English

other project districts. The report details the goals of the initiative, explains the collaborative roles of the department and project districts, describes individual project successes of five of the school districts, and identifies the strategies that enabled specific project districts to achieve one or more of its goals. Ten strategies that brought about goal achievement are presented, such as: student involvement in activities that simulate experiences of the work world; low pupil/teacher ratio; behavior and social improvement; and intensive individual, group, and family counseling. A directory of the nine school districts and contact persons is provided, as well as names and contact information for two resource persons for project assistance. (JDD)

ED 333 637 EC 300 390

Goode, David A.
Towards the Year 2000: Values and Trends Affecting Persons with Developmental Disabilities.
National Association of State Directors of Special Education, Washington, D.C.
PUB DATE - Mar 91
NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Agency Role; Delivery Systems; *Developmental Disabilities; Economic Factors; *Futures (of Society); Political Influences; Prediction; *Quality of Life; Social Influences; Social Services; Social Values; Sociocultural Patterns; *Trend Analysis

This paper discusses economic, social, and political trends and values/beliefs that will affect the quality of life of persons with developmental disabilities and their families to the year 2000. The paper describes four plausible future scenarios: "America Revitalized"; "Post-Industrial Reformation"; "The Stressed Society"; and "The Community-Welfare Society." An overview of current values in the field of developmental disabilities examines the degree of consensus about such values as independence, productivity, integration, normalization, and quality of life. The paper then delineates implications of each future scenario for persons with disabilities, including the relationship between what is currently seen as desirable (current values) and what may occur. A most probable future is then forecasted, and implications for organizations that serve persons with disabilities are presented in such areas as values, employment, integration, technology, quality of services, minorities, support services, housing, and education. (Includes 23 references.) (JDD)

ED 333 638 EC 300 391

Vulnerability and Resiliency: Focus on Children, Youth, and Families with Disabilities. CYDLINE Reviews.
Minnesota Univ., Minneapolis. National Center for Youth with Disabilities.
SPONS. AGENCY - Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE - Mar 91
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - *Adaptive Behavior (of Disabled); *Adjustment (to

more information about behavioral disabilities, strategies that work, and ways of collaborating). Includes 42 references. (DB)

ED 333 658 EC 300 414

Gable, Robert A.; And Others
Preparing To Integrate Students with Behavioral Disorders. Working with Behavioral Disorders: CEC Mini-Library.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 44p.; For other documents in this set, see EC 300 409-417.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Administration; Administrator Role; *Behavior Disorders; Child Advocacy; Elementary Secondary Education; Generalization; Interpersonal Competence; Mainstreaming; Regular and Special Education Relationship; *Social Integration; Student Evaluation; Student Placement; *Teacher Responsibility; Teacher Role; *Teaching Methods

This booklet reviews the literature and offers guidelines to assist in the integration of students with behavioral disorders into mainstream settings and the delivery of appropriate instructional services to these students. In Part I, Robert A. Gable and Virginia K. Laycock offer practical advice on how principals, other administrators, and program coordinators can facilitate the integration of students with behavioral disorders. Chapters cover: establishing guidelines for integration; skills needed in regular classes; transition planning; cooperative planning; and enhancing understanding of regular teachers. A conservative approach is proposed which stresses the matching of student capabilities with the setting's demands. In Part II, Sharon A. Maroney and Carl R. Smith consider the teacher's responsibility to provide high-quality instruction, in chapters which address: teachers as advocates; evaluating student progress; generalizing skills; communicating clearly; preparing students for life outside the classroom; strategies that work; teaching responsibility to students; teaching social skills; and improving the quality of life. Includes 56 references. (DB)

ED 333 659 EC 300 415

Lewis, Timothy J.; And Others
Teaching Students with Behavioral Disorders: Basic Questions and Answers. Working with Behavioral Disorders: CEC Mini-Library.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 47p.; For other documents in this set, see EC 300 409-417.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Behavior Disorders; Elementary Secondary Education

This booklet reviews the literature while addressing over 100 questions that classroom teachers commonly ask concerning teaching students with behavioral disorders. Questions are grouped into three major categories. The first section, on effective assessment

Professionals Working with People with Disabilities: Technology Training Implications for Teacher Educators.
SPONS. AGENCY - Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE - 18 Apr 91
NOTE - 35p.; Paper presented at the Conference of the Arkansas Association of Colleges for Teacher Education (Little Rock, AR, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Adults; *Assistive Devices (for Disabled); *Curriculum Development; Delivery Systems; *Disabilities; Elementary Secondary Education; Handicap Identification; *Information Needs; Needs Assessment; Preschool Education; Statewide Planning; *Teacher Education; *Technology; Training
IDENTIFIERS - Arkansas

This presentation reports the results of a statewide assessment of the technology needs of 529 Arkansas professionals working with persons having disabilities, in all age groups and across various disability categories. The assessment gathered information about the respondents' needs for information on assistive technology services and devices, training needs, perceptions of consumer purchasing needs, use of volunteers, agencies/mechanisms providing services, priorities for a state plan, and team participation. Examination of the survey data led to the conclusion that professionals favored a centralized service delivery model, as respondents rated the two highest priorities for state technology planning as early identification of persons with disabilities and provision of ongoing evaluation of needs. Implications of the survey are discussed in the context of innovative curricula for educating people about technology and services for persons with disabilities and their families. The consumer-driven process of curriculum development is described, and overviews are provided of curricula for parents, consumers, professional inservice, and college/university preservice education. (Includes 36 references.) (JDD)

ED 333 680 EC 300 436

Mertens, Donna M.; Rabiu, Jubril
The Influence of Computer Experience on Attitudes and Learning for Preservice Deaf Teachers.
PUB DATE - Apr 91
NOTE - 12p.; Paper presened at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Attitude Change; *Computer Assisted Instruction; *Deafness; Educational Psychology; *Educational Quality; Education Majors; Elementary Secondary Education; Higher Education; Instructional Effectiveness; Knowledge Level; *Preservice Teacher Education; *Student Attitudes; Student Experience

This study investigated the effects of quality of educational experience with computers on attitudes toward computers and learning in a preservice educational psychology class for deaf students training to be teachers. Nineteen subjects used computer-assisted instruction modules for seven half-hour lessons on various educational psychology concepts. The majority of the students had positive reactions to the quality of the lessons, the transition from school to adult life in the community for students with both cognitive disabilities and visual or dual sensory impairments. Emphasis is on preparation of students for adult lifestyles through transition planning and community based instruction, including vocational experiences. Introductory sections describe the handbook and identify goals. The first major section examines the parent's role as children approach adulthood and covers sharing information and participating in goal selection, selection of learning experiences and skills to be developed, exploration of post-school options, and development of more appropriate options. The transition process is explained next, which includes the transition planning team, Individualized Education Programs and Transition Plans, the transition planning meeting, areas for transition planning, and a transition planning form. The last section identifies issues in planning for adulthood including: working with state agencies; vocational options; living arrangements; financial planning; travel; recreation and leisure; family support; legal services; and advocacy. Appendices include three references and lists of locations of parent resource centers, state rehabilitation agencies and resource centers, and state protection and advocacy agencies. Additional appendices list specific agencies in New York State. (DB)

ED 333 698 EC 300 454

Place, Patricia A.; And Others
Status of States' Policies That Affect Families: The Early Intervention System P.L. 99-457, Part H. The Infants and Toddlers with Handicaps Program.
North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - 91
NOTE - 35p.; For related documents, see EC 300 455-456.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Agency Cooperation; Compliance (Legal); *Disabilities; *Family Programs; Financial Support; Interviews; Needs Assessment; Parent Participation; *Policy Formation; Preschool Education; Program Implementation; Recruitment; Services; State Action; Statewide Planning
IDENTIFIERS - Education of the Handicapped Act 1986 (Part H); *Individual Family Service Plan

This report is one of three resulting from a 50-state survey on the development of family policies through the implementation of Public Law 99-457 (Part H) and focuses on the Interagency Coordinating Council (ICC), the participation of family members, parental access to services, the identification of family strengths and needs, and family participation in the Individual Family Service Plan (IFSP) meeting. Among findings were the following: parents were recruited for the ICC from such sources as agency recommendations and state parent groups; special attempts were made to recruit minority representation in most states; parents' participation was often financially assisted; half of the states allow families themselves to identify who is a family member; various methods are used to access services; informal interviews are most often used to identify family needs; families can usually bring others to the IFSP meeting; monitoring is the function of various entities including state or local lead agencies and case managers. It is concluded that, although few summer school, gifted and talented, and work permits; parent involvement in the schools; and the structure of the public school system. The handbook contains two complete versions, one in Samoan and one in English. (MSE)

ED 333 719 FL 019 203

Risager, Karen
Cultural Studies and Foreign Language Teaching in Denmark. ROLIG-papir 41.
Roskilde Univ. Center (Denmark).
PUB DATE - Mar 87
NOTE - 51p.; Paper presented at the International Symposium on Cultural Studies and Intercultural Learning in Foreign Language Teaching (Durham, England, November 27-30, 1986).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cultural Education; Elementary Secondary Education; *English (Second Language); Foreign Countries; *French; *German; Higher Education; *International Studies; Program Descriptions; Second Language Instruction; *Second Language Programs
IDENTIFIERS - *Denmark

A description is provided of foreign language and related cultural education (English, French, and German) in Denmark since the 1950s. The first section gives an overview of the development of Danish society in general since the second world war, and more specifically, of developments in foreign language teaching. The second section briefly defines the humanistic and social aspects of culture in foreign language teaching. Research and debate in connection with cultural education is discussed in the third section, focusing on efforts before the 1970s, educational policy, educational strategies, and the different directions taken in the three languages concerned. The fourth section outlines the official guidelines for the languages, and the fifth presents analyses of the content and design of instructional materials used at the elementary and intermediate/advanced levels. Two subsequent sections look at recent educational and pedagogical reforms and the current teaching situation. Finally, the Danish situation is examined in relation to those of Britain, West Germany, and France. A bibliography of over 60 items, most in Danish, is included, and charts of the Danish educational system and a list of text titles are appended. (MSE)

ED 333 720 FL 019 207

Starets, Moshe
Les Attitudes des parents acadiens neo-ecossais a l'egard du francais et de l'anglais au Canada (The Attitudes of Nova Scotian Acadian Parents toward French and English in Canada). Publication G-11.
International Center for Research on Language Planning, Quebec (Quebec).
PUB DATE - 91
NOTE - 426p.
LANGUAGE - French
EDRS-PRICE - EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Age Differences; Educational Attainment; Elementary Secondary Education; *English; Family Environment; Foreign Countries; *French; *Language Attitudes; *Language Role; *Parent Attitudes; Regional Characteristics; Sex Differences;

emphasis is on engineering physics and electrical engineering, including computer science and telecommunications. Standard engineering textbooks are generally unsuitable for translators, but more descriptive texts for training apprentices, craftsmen, and technicians are useful and comprehensive. Popular illustrated reference books can also be used, and educational videos and two-dimensional transparent models are readily available. Technical field trips are an integral part of the program. Enrollment is limited to 20-25. (MSE)

ED 333 741 FL 019 240

Lang, Margaret F.
Common Ground in Teaching Translation and Interpreting: Discourse Analysis Techniques.
PUB DATE - 91
NOTE - 9p.; Paper presented at the First Language International Conference on Teaching, Translating, and Interpreting (Elsinore, Denmark, May 31-June 2, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classroom Techniques; *Discourse Analysis; Foreign Countries; Higher Education; *Interpretive Skills; *Language Processing; Professional Education; Program Descriptions; Skill Development; *Translation
IDENTIFIERS - *Heriot Watt University (Scotland)

Students arriving in the language department at Heriot-Watt University (Scotland) who study two languages arrive deficient in both languages and often in English as well. Generally, students have little knowledge of current and international affairs or the history and culture of the countries whose languages they are learning. However, they believe they can translate, have developed odd habits, and often believe only one version of a translation is possible. They have no theoretical background to provide a frame of reference for further professional training. At Heriot-Watt University, discourse analysis is incorporated into the translating curriculum from the introductory level because many of the techniques involved are transferable from translating to interpreting. In the early stages of training for translators and interpreters, a course in discourse analysis lays the foundation for construction of a methodology for: (1) determining the anatomy of a source text, written or oral; and (2) developing a systematic approach to transcoding written and oral texts from source to target version. If acquired initially for the generally slower processing of written text, discourse analysis techniques will be spontaneously transferred to the processing of oral text. (MSE)

ED 333 742 FL 019 241

Ridley, Jennifer
Strategic Competence in Second Language Performance: A Study of Four Advanced Learners. CLCS Occasional Paper No. 28.
Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
PUB DATE - 91
NOTE - 99p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; *Communication Skills; *Coping; Foreign Countries; Higher Education; Individual Differences; *Intercultural Communication; *Metalinguistics; *Native Speakers;

commonly-encountered domains (home, streets, shops, offices, less-desirable work settings) and ineffectively in some others (desirable work settings, classrooms, church). Literacy management strategies used effectively include the following: finding helpers to act as scribes for reading and writing in Spanish and English, and occasionally to speak in English; using limited forms of literacy such as simple numeracy skills, slashes or other marks on paper, using individual letters of the alphabet rather than words, and recognizing logos; and learning by experimenting with behaviors and products. Obstacles to learning cited include a lack of various kinds of knowledge obtained simply as a result of going to school (e.g., dictionary use, understanding of grammatical concepts); forms of exclusion from or within the classroom. Feelings of inadequacy and great desire to succeed also emerged. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 333 763 FL 800 364

Peyton, Joy Kreft, Ed.; Staton, Jana, Ed.
Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English. Language in Education Series, No. 77.
National Clearinghouse on Literacy Education, Washington, DC.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 160p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Adult Education; *Adult Literacy; *Dialog Journals; *English (Second Language); *Journal Writing; Limited English Speaking; *Literacy Education; Second Language Learning; *Teaching Methods

This monograph focuses on the use of dialogue journal writing for developing the literacy skills of adult English-as-a-Second-Language (ESL) students. A rationale is presented for making open and continuing dialogue a central part of any work with adults, and various approaches are suggested for promoting this dialogue with students, tutors, and teachers in many different types of programs. Practical how-to suggestions for starting and maintaining written dialogue with adult ESL students are made, and a comprehensive resource list for further reading about dialogue journal practice and research is included. (VWL)

ED 333 764 FL 800 367

Wrigley, Heide Spruck
Alternative Approaches to Documenting Progress in Language Learning and Literacy Development.
PUB DATE - Jan 91
NOTE - 11p.; Paper submitted to the Workshop on Alternative Approaches to Evaluating English Family Literacy Programs (January, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adult Basic Education; Educational Objectives; English (Second Language); Evaluation Criteria; *Literacy; *Program Effectiveness; Program Evaluation; Reading Strategies; *Student Evaluation; Writing Strategies
IDENTIFIERS - Family English Literacy

Notes on evaluating the effectiveness of literacy programs are

A Comparison of Informal Mentoring Relationships and Formal Mentorship Programs.
Michigan State Univ., East Lansing. Career Development and Placement Services.
PUB DATE - Feb 91
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Comparative Analysis; Higher Education; Individual Counseling; Individual Development; Interpersonal Relationship; Interprofessional Relationship; Job Satisfaction; *Mentors; Organizations (Groups); *Professional Development

This research report focuses on identifying different phases of organizational mentorship, or examining how mentorship might differ for men and women, and compares informal (spontaneous and unstructured) and formal (organizationally arranged and structured) mentorships. Surveys were mailed to 158 individuals (43 surveys were eventually used) from nine graduating classes (between 1952 and 1989) of Michigan State University. The survey contained several scales to measure mentorship functions, job satisfaction, and organizational socialization. Also, open-ended exploratory questions were employed which required participants to describe the formation of the mentorship as well as the benefits and negative side-effects. Among the study's conclusions were the following: (1) mentors do influence the protege's intrinsic job satisfaction and organizational socialization; (2) the majority of the formal proteges (83%) indicated that the mentors had no choice or that they were unaware of the factors involved in establishing the relationship, the opposite of the informal proteges; and (3) similarity of goals and interests between the protege and mentor was cited by more informal proteges than formal proteges. The study results suggest that, although the benefits for a formal mentorship can be substantial, organizations must allow time for potential mentors and proteges to self-select themselves into a mentorship relationship. Contains 21 references. (GLR)

ED 333 785 HE 024 610

Hauptman, Arthur; And Others
Higher Education Expenditures and Participation: An International Comparison.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
PUB DATE - 91
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *Comparative Education; *Costs; *Educational Finance; Enrollment Trends; Expenditure per Student; Financial Support; Foreign Countries; Geographic Regions; *Government Role; *Higher Education; Trend Analysis

This report presents information on how the United States compares with a selected group (N=34) of both industrialized and less developed nations in its spending on higher education and college participation rates. Highlights of the report include: in 1985 the United States spent the highest percentage (2.4%) of gross national product (GNP) on higher education; five countries ranked higher than the United States when overall education spending was measured as a percentage of GNP; with more than 5% of its population enrolled in higher education, the United States had the highest college participation rate; in 1985 the United States leadership will be required. Contains nine references. (GLR)

ED 333 803 HE 024 650

College and University Opening Fall Enrollment: New York State. Fall 1991.
New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.
PUB DATE - 90
NOTE - 16p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - *College Freshmen; Comparative Analysis; Degrees (Academic); *Enrollment; Enrollment Trends; Full Time Students; Higher Education; Part Time Students; Postsecondary Education; Private Colleges; State Colleges; State Universities; Trend Analysis
IDENTIFIERS - New York

This report provides statistical data on student enrollment at colleges and universities located in New York State during the fall semester of 1990. Three tables of data are presented: (1) Degree-Credit Enrollment and First-time Students in Institutions of Higher Education by Level of Program and Institutional Classification, New York State, Fall 1990; (2) Degree-Credit Enrollment and First-time Students in Institutions of Higher Education by Level of Program and Institution, New York State, Fall 1990; and (3) Degree-Credit Enrollment Trends in Institutions of Higher Education by Sector, New York State, Fall 1980 to Fall 1990. Also included are definitions of terms that were used in compiling the data categories. (GLR)

ED 333 804 HE 024 651

Distribution of High School Graduates and College-Going Rate, New York State. Fall 1990.
New York State Education Dept., Albany. Information Center on Education.
PUB DATE - 90
NOTE - 28p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - *College Bound Students; College Freshmen; *Enrollment Trends; Higher Education; *High School Graduates; High Schools; Private Schools; Public Schools; *School Demography; School Statistics; State Colleges; State Universities
IDENTIFIERS - New York

This report presents data concerning the distribution of 1989-90 high school graduates of New York State's public and nonpublic schools. The data were secured through the Education Department's Basic Educational Data System and reflect the status of graduates, as reported by school principals, in the fall of 1990. Table 1 presents trends in the college-going rate of high school graduates from 1976 through 1990. Table 2 shows a 15-year trend of the college-going rate, within and outside of New York State. Tables 3, 4, and 5 show, respectively, the distribution of 1989-90 high school graduates of public schools, nonpublic schools, and public/nonpublic schools combined. These tables are arranged by county within geographic region. (Author/GLR)

ED 333 805 HE 024 652

Miller, Richard I., Ed.

Research/Technical (143)
DESCRIPTORS - Capital; *Educational Finance; *Endowment Funds; *Higher Education; *Income; Investment; *Money Management; Private Colleges; Public Colleges

The 1990 Endowment Study of America's colleges and universities covered a broad variety of endowment issues of concern to trustees and administrators. The survey was mailed to 450 institutions and 369 institutions (82%) responded. Results of the study showed that 367 institutions had endowment assets totaling $60.1 billion. For fiscal year 1990, the equal-weighted mean total return of investment pools was 9.6 percent, lower than 1989. The returns generated by stocks were higher than those of bonds and cash equivalents. However, the largest investment pools reported the best average nominal returns for the year. There were few significant changes in the average pool's allocation of assets among investments. The average endowment spending rate decreased slightly from 1989. For the decade ending June 30, 1990, the median investment pool underperformed the Wilshire 5000 stock index but outperformed broad bond indexes and cash equivalents. The inflation adjusted rate of return for the median investment pool over this 10-year period was 8.7 percent. The bulk of this document is tables and figures illustrating the data organized into two categories: Endowment Characteristics (general characteristics and growth asset allocation); and Investment Pool Characteristics (general characteristics, performance, asset allocation, turnover and fees, managers and custodians). There are also sections of commentary, notes on the data, a glossary, descriptions of market indexes and a user's survey. (JB)

ED 333 824 HE 024 679

Wright, Peter W. G., Ed.
Industry and Higher Education: Collaboration To Improve Students' Learning and Training.
Society for Research into Higher Education, Ltd., London (England).
PUB DATE - 90
NOTE - 93p.; Papers published in advance of the Society of Research into Higher Education's Annual Conference on Industry and Higher Education held at and in association with the University of Surrey, United Kingdom, December 1990.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Books (010), Collected Works - General (020)
DESCRIPTORS - Career Education; Cooperative Programs; Corporate Support; Economic Impact; *Educational Finance; *Education Work Relationship; Foreign Countries; *Higher Education; *Industry; *School Business Relationship; *School Community Relationship
IDENTIFIERS - United Kingdom

This volume of essays sets out to consider the contributions that higher education and industry, understood in the widest sense, could make to improving the quality of students' learning and to increasing its relevance to the needs of employment. The essays fall into four parts, the first of which is on how the relationship between industry and higher education has developed, and it includes "Educating for Industry: The Historical Role of Higher Education in England" (Roy Lowe) and "Thinking about Science and Practice in British Education: The Victorian Roots of a Modern Dichotomy" (Robert F. Bud, Gerrylynn K. Roberts). The second part treats public and private funding in "Industry Contributions to Higher Education Funding and Their Effects" (Gareth Williams and Cari Loder) and "The 'US Model' for Higher Education: Structure and Finance" (Keith Tribe). Graduates and the needs of employment are the topic of Part 3 which includes

DESCRIPTORS - *Citizenship Education; Competency Based Education; Conferences; Cultural Pluralism; Curriculum Development; *Educational Change; *Educational Philosophy; Educational Technology; Foreign Countries; General Education; *Higher Education; Humanistic Education; Political Influences; Political Socialization; *Values Education

This report presents essays from a symposium held in the Netherlands in 1986 whose purpose was to study the theme: values in higher education. The symposium addressed the issue of cultural continuity and the importance of awareness of how higher education is developing and cultural values are maintained. Among the symposium's presentations are the following: (1) an analysis of the implications of the 'Bildung" concept (the educational process that creates a "value-saturated" personality) in the German Tradition and its change of meaning between the 1800s and the 1900s; (2) a discussion of two historical concepts in education, vocational (competence based) and general (Allgemeine Bildung); (3) a discussion of the conflicts, tactics, and strategies which are used in a curriculum debate about general and vocational education pertaining to cultural values; (4) an examination of the functions, structures, and dilemmas of higher education when growing into a mass education system, including some examples of different options and solutions in a cross-cultural comparison; (5) a discussion of pluralism in society and education; and (6) a discussion of the impact of new technologies on educational goals, educational practices, and their availability. Contains 12 references. (GLR)

ED 333 844 HE 024 704

Mc-Daniel, Olaf C.; van Oijen, Paul M. M.
The Agenda of Dutch Higher Education Policy in Transition. The Effect of a New Government.
Netherlands Ministry of Education and Sciences, The Hague.
PUB DATE - 28 Sep 90
NOTE - 16p.; Paper presented at the Swedish-Dutch seminar on higher education (Stockholm, Sweden, September 27-28, 1990). For related documents, see HE 024 705-709.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Budgeting; Delphi Technique; *Educational Policy; Educational Trends; Financial Support; Foreign Countries; *Government School Relationship; Higher Education; Institutional Autonomy; *Political Influences; Research; School Community Relationship; Student Financial Aid; Trend Analysis
IDENTIFIERS - Europe; Internationalism; *Netherlands

One of a series of studies related to the Delphi research project: 'Policy Instruments for Higher Education in the Western Europe of the Future", this paper describes and analyses the recent development of the higher education agenda in the Netherlands to show that the development of higher education policy is an incremental process of change, yet significantly influenced by new political choices. The fall of the Christian-Democrat/Liberal cabinet in 1989 eventually led to September elections which installed a new Christian-Democrat/Social Democrat coalition with a new minister of Education, Dr. Ritzen. He introduced three major policy shifts in the first 10 months in office: an evaluation of the Department of Education and Science budget; enhancement of a process of deregulation and enlargement of substantive autonomy of educational institutions; and a change in the relationships among institutions, students, society and the government. These policy trends influenced a bill before Parliament with anticipated documented through carefully planned and implemented evaluation activities. This paper suggests a model for thorough, fool-proof evaluation to enter each phase of training course production and the rationale for each activity. The evaluation process has been separated into five distinct phases. These phases may not be as clearly differentiated in the production process used by individual companies but the intent is that all activities should be considered in order to tailor the final training product to the needs of the client. These five phases are: (1) Pre-contract; (2) Assessment/Analysis; (3) Design; (4) Development; and (5) Implementation. During the first phase, the client's expectations for evaluation are established and finalized so that a cost base for including evaluation in the overall product development can be established. The second phase is where needs assessment and front-end analysis are conducted. The third phase involves the establishment of the formative evaluation plan, validating the content, and preliminary work for summative evaluation. Evaluation during the fourth phase involves completion of the formative evaluation components in courseware production. The final phase involves the completion of the formative evaluation plan and conducting a summative evaluation. This paper shows that evaluation is not something to be tacked on after a course is developed. It must be woven throughout the entire production process. (9 references) (Author/BBM)

ED 333 863 IR 015 036

Oulman, Charles S.; Lee, Motoko Y.
Monte Carlo Simulation Using HyperCard and Lotus 1-2-3.
PUB DATE - 90
NOTE - 14p.; In: Proceedings of the Annual Academic Microcomputing Conference (6th, Columbus, OH, April 22-25, 1990) p.231-243.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), , Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Authoring Aids (Programing); Computer Assisted Instruction; *Computer Simulation; *Computer Software; Higher Education; Hypermedia; Microcomputers; *Monte Carlo Methods; Spreadsheets
IDENTIFIERS - *HyperCard; *LOTUS 1 2 3

Monte Carlo simulation is a computer modeling procedure for mimicking observations on a random variable. A random number generator is used in generating the outcome for the events that are being modeled. The simulation can be used to obtain results that otherwise require extensive testing or complicated computations. This paper describes how Monte Carlo simulation can be done using LOTUS 1-2-3 and HyperCard for use as an instructional tool in the classroom. Ten figures illustrate various aspects of the simulation. (Author/BBM)

ED 333 864 IR 015 037

Spoehr, Kathryn T.; Shapiro, Amy
Learning from Hypermedia: Making Sense of a Multiply-Linked Database.
PUB DATE - 91
NOTE - 16p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English

This publication contains the list of recommendations made by the Library of Michigan Board of Trustees Task Force on Library Interdependency and Funding and approved by the Board at their meeting on March 7, 1989. These recommendations will be incorporated into the 1989-1992 Long-Range Plan to begin the process of implementation for as many of them as possible. In order to facilitate future planning and implementation, the recommendations are grouped by categories of action: (1) To be done now; (2) To be done soon; (3) To be studied; (4) Support the concept and overall goal; (4) Must resolve funding issues, will need further study before decision is made; and (5) Must resolve funding issues, but intend to do soon. The entry for each recommendation includes comments on the current status of and factors involved in implementation and a code letter indicating the subcommittee that made the recommendation, i.e., academic (A), public (P), special (S), or school (SC) libraries. (BBM)

ED 333 882 IR 053 626

United States National Commission on Libraries and Information Science. Annual Report, 1988-1989.
National Commission on Libraries and Information Science, Washington, D. C.
PUB DATE - 26 Apr 90
NOTE - 66p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Access to Information; Annual Reports; Conferences; Cooperative Programs; Democracy; Elementary Secondary Education; *Information Services; Information Technology; *International Cooperation; Library Statistics; Minority Groups; Preservation; Productivity; Public Agencies; Public Libraries; *Public Policy; School Libraries
IDENTIFIERS - Information Literacy; *National Commission Libraries Information Science; *White House Conference Library Info Services

Activities of the National Commission on Libraries and Information Services (NCLIS) during fiscal year 1988-1989 are reported under three broad headings--Literacy, Democracy, and Productivity. The report under Literacy features two major projects: working with the American Association of School Librarians to initiate and convene a Symposium on Information Literacy and Education for the 21st Century in April 1989, and the second year of the Federal/State Cooperative System for Public Library Statistics (FSCS), a cooperative program with NCLIS and the National Center for Education Statistics (NCES). The primary activities reported under Democracy are concerned with the building of a supporting organizational structure for the White House Conference on Library and Information Services (WHCLIS II) to be held July 9-13, 1991. Activities in the area of preservation are also noted. Activities reported under Productivity include the appointment of an Information Age Committee to study the impact of technology on society; continuing study, together with Canada and the United Kingdom, of the role of information in the national economy and public policy initiatives that would increase the societal benefits of modern information technologies; continuing promotion of the awareness of the information needs of minority populations; the beginning of a major new initiative for library and information services to Native Americans; national information policy issues; and international programs. A brief report on personnel and administration concludes the report, and the laws authorizing NCLIS and the White House Conference are appended. Information about current and former Commission members and a

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Libraries; Definitions; Higher Education; *Learning Disabilities; Legislation; Librarians; *Library Services; Library Surveys; Statistics

In addition to a literature review emphasizing definitions, statistics, and legislation concerning learning disabilities, this paper presents the results of a 1987 survey of academic libraries regarding their services for postsecondary learning disabled students. Responses (n=525) to the questionnaire indicated that, as a group, academic librarians lack sufficient knowledge of learning disabilities and generally do not provide services specifically designed to meet the needs of learning disabled college students. Recommendations for improving services for this population are offered. Analyses of the survey data for specific questions are provided in seven appendices. (16 references) (Author/BBM)

ED 333 900 IR 053 662

Podolsky, Arthur
Public Libraries in 50 States and the District of Columbia: 1989. E.D. TABS.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 138p.; Data Series: DR-LIB-89/90-1.1.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - Financial Support; Interlibrary Loans; Library Circulation; Library Collections; Library Expenditures; Library Personnel; Library Services; *Library Statistics; National Surveys; *Public Libraries; State Libraries

Based on information from the 1989 Federal-State Cooperative System for Public Library Data (FSCS), which was collected by the U.S. Department of Education's National Center for Education Statistics (NCES) in machine readable format, this report summarizes information about the public libraries that was supplied to NCES by the State Library Agency in all 50 states and the District of Columbia. Introductory materials include a preface, background information on the study, and a detailed description of the survey methodology. The 15 tables that make up the major part of the report present data for each state including the number of public libraries by population of the legal service area; the number and types of outlets, i.e., main and branch libraries and bookmobiles; the number of paid full-time-equivalent (FTE) staff; the amount and source of income; the amount and categories of expenditures; operating expenditures; capital outlay amount; size of material collections; the size of collections of books and serial volumes; the average number of public service hours per outlet per week; annual attendance in the library and the number of annual reference transactions; and the total annual circulation and number of interlibrary loans. It is noted that the totals shown in the tables represent only the sum of the responses for the libraries for which data were supplied by the state library agencies, and are not necessarily a total for the United States. (BBM)

ED 333 901 IR 053 663

Gleason, Bernard W.
Open Access: A User Information System. Professional Paper Series,

industries and occupations. The four goals of the project were to identify industries and occupations with high employment demands; conduct a literacy audit of employees at selected businesses to determine the relationship between workplace literacy and productivity; integrate the results of the literacy audit into the existing Agriculture 2 2 (Tech-Prep) and literacy programs; and disseminate the findings of the literacy audit at a Vision-NeT quarterly symposium. Using a labor market information system, three key industries with high projected employment demand were identified (i.e., food and kindred products, agricultural production-livestock, and forestry) and a prioritized list of target occupations was developed. A literacy audit of area poultry businesses led to the development of a literacy and occupational skills matrix for use in determining the training needs of specific occupations on-site, as well as to evaluate and improve occupational education curricula. Finally, as a result of attending the Vision-NeT symposium, Lonestar Steel, together with a local union, entered into a training partnership with NTCC which is currently providing workplace literacy classes to 35 employees/members. Recommendations included: (1) enhance communications between business and education by avoiding "educationese"; (2) business and education must reach consensus on the definition of basic skills; (3) a more workable taxonomy of basic workplace skills should be developed; (4) where possible inventories of job duties and tasks should be used to focus literacy audits; (5) community and junior colleges should use a team approach to literacy audits; and (6) in-service training should be provided to community and junior college staff on conducting literacy audits. (PAA)

ED 333 918   JC 910 309

Rajasekhara, Koosappa; McConochie, Daniel D.
Methodology and Implications of Statewide Transfer Trends.
PUB DATE - May 91
NOTE - 25p.; Paper presented at the Annual Conference of the Association for Institutional Research (31st, San Francisco, California, May 26-29, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cohort Analysis; *College Transfer Students; Community Colleges; Educational Research; *Enrollment Trends; Higher Education; Intercollegiate Cooperation; Longitudinal Studies; Matrices; *Outcomes of Education; *Research Methodology; Research Utilization; State Surveys; Trend Analysis; Two Year Colleges; Universities
IDENTIFIERS - *AIR Forum; *Maryland

In order to study transfer trends in Maryland, a method was developed for matching student records at two-year sending institutions and four-year receiving institutions in the state. Transfer matrices, which utilized the computerized fall enrollment records of all public two- and four-year institutions in Maryland, allowed for a campus-to-campus match for all students, as well as for specific groups of students, such as minority, transfer and career program, and full- and part-time enrollees. Both the fall-to-fall movement of students from one campus to another, and the outcomes for cohorts of students four and seven years after entry were examined. Analyses of the data revealed the following: (1) the number of undergraduate students transferring from two- to four-year institutions in Maryland has remained stable over the last six years, with approximately 3,100 full-time and 2,765 part-time students transferring each year; (2) between 1983-84 and

A summary of student enrollment data for Michigan's community and junior colleges is provided, covering the years 1988-89 and 1989-90. Introductory material describes the Community College Data Collection System which was initiated in 1988 to meet state and federal reporting needs and requirements. Each of the report's three main sections presents detailed graphs and charts, as well as a brief narrative overview of salient enrollment trends. The first section provides fall term data, including a 10-year history of the system as a whole, 1980-1990; a 10-year history by college, 1980-1990; enrollment by ethnicity and gender; non-credit enrollments by ethnicity and gender; first-time freshmen enrollment; and enrollment by gender, full-/part-time status, and age. In the second section, data on awards conferred are presented by level (i.e., certificate or degree); level and ethnicity; gender and program; and minority group and program. Finally, the third section offers year-end data, including total enrollment by gender, ethnicity, and college; total occupational enrollments by ethnicity; state board approved occupational enrollments by ethnicity and by gender and program; year end program enrollments by gender; and minority enrollments by program. (MPH)

ED 333 936 JC 910 328

Head, Ronald B.
Occupational/Technical Programs at Piedmont Virginia Community College. Research Report Number 3-91.
Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.
PUB DATE - Jun 91
NOTE - 30p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - Community Colleges; Data Collection; Degrees (Academic); Demand Occupations; *Employment Opportunities; *Employment Projections; *Enrollment Trends; Full Time Equivalency; *Majors (Students); *Technical Education; Two Year Colleges; *Vocational Education

In 1991, a study was conducted at Piedmont Virginia Community College (PVCC) to identify key trends and provide information regarding occupational/technical programs at PVCC, particularly with respect to student enrollment, student completion, and occupational opportunities for graduates. Major findings of the study included the following: (1) occupational/technical students constituted approximately one-third of all curricular students and full-time equivalent students enrolled at PVCC, with nearly one-third of these enrolled in the Business and Management program; (2) the next largest programs in terms of student enrollment were Nursing and Computer Information Systems; (3) though only 33.15% of PVCC's curricular students were enrolled in occupational/technical programs, 54.39% of all PVCC graduates received degrees in these fields; and (4) the growth rates and job opportunities in occupations for which PVCC occupational/technical programs prepare workers were quite high, with the projected occupational growth rates ranging from -1.1% for data entry operators to 76.1% for health record technologists. The major problem encountered while conducting the study involved student program classification within the computerized student database, which underscored the need for a monitoring system for program classification. (JMC)

ED 333 937 JC 910 329

appointed an honors coordinator to administer the program in conjunction with an advisory board made up of the vice-president, faculty and community members, and a student. The program now consists of honors sections in general education (e.g., English Composition, General Psychology, and Oral Communication), as well as courses entitled Individual Projects, History of Ideas, and Great Books. In addition to courses, the program sponsors field trips, seminars, and guest speakers. Classes are limited to 15 students, and each student is assigned a faculty mentor who acts as a personal counselor. All students with less than 12 hours of college credit, who have an American College Test composite score of 22, and who maintain a 3.3 grade point average are invited to participate in the program. Other students may apply through a personal interview. A detailed description of the program administration, an itemization of the program budget, and a list of the director's duties are included. (PAA)

ED 333 954 JC 910 349

Spinetta, Katrin; Phillips, Jo Ann
Time-To-Degree.
Peralta Community Coll. System, Oakland, Calif.
PUB DATE - Jul 91
NOTE - 43p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110)
DESCRIPTORS - *Associate Degrees; *College Graduates; Community Colleges; Comparative Analysis; *Educational Attainment; *Enrollment Trends; Followup Studies; Graduate Surveys; Longitudinal Studies; Minority Groups; Stopouts; Student Attitudes; *Student Behavior; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS - Peralta Community College District CA

The Peralta Community College District (PCCD) is comprised of four comprehensive, public, two-year colleges serving a diverse student population of 28,000. In response to state-mandated matriculation research requirements, and to an invitation to participate in a national study of student outcomes in urban community colleges, PCCD conducted a transcript analysis of spring 1990 degree recipients to determine the time-to-degree for these graduates. In addition, spring 1985 and spring 1980 graduate cohorts were examined to determine emerging trends. The spring 1990 cohort consisted of 472 graduates while the 1985 and 1990 cohorts consisted of 747 and 645 degree recipients respectively. Study findings include the following: (1) the mean time-to-degree for graduates had increased from 7.61 terms in 1980 to 9.13 terms in 1990; (2) since 1980, the percentage of Asian, Filipino, and Hispanic/Latino students receiving degrees had increased by 62%, 33%, and 57% respectively, while the percentages of African Americans and Whites receiving degrees had decreased by 13% and 10% respectively; (3) for the 1990 cohort, Native American and White students earned degrees in the least number of terms, while Asians had the most number of units per term; (4) females, who tended to take fewer units per term, took slightly longer to graduate than males; (5) only 2% of the 1980 cohort took a long break in enrollment (6 or more years), compared with 7% in 1985, and 11% in 1990; and (6) steady increases in the number of students indicating the intention to transfer suggests a growing use of the associate degree as a transfer degree. Summary results of a graduate follow-up survey, detailed data tables, and references are included. (PAA) areas of special need: (1) stability and structure; (2) social acceptance; (3) parental involvement in education; and (4) children's need to spend time with adults. Other results are discussed. There are 51 citations. (RH)

ED 333 973 PS 019 599

Campbell, Frances A.; Ramey, Craig T.
The Carolina Abecedarian Project.
PUB DATE - Apr 91
NOTE - 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; Comparative Analysis; *Compensatory Education; Elementary Education; *Elementary School Students; Followup Studies; Grade 7; *Intelligence Quotient; *Preschool Education; *Program Effectiveness; Program Evaluation
IDENTIFIERS - *Carolina Abecedarian Project NC

A follow-up study of participants in the Carolina Abecedarian Project (CAP) was conducted for the purpose of assessing the long-term efficacy of the preschool intervention. The CAP was a longitudinal study designed to determine the extent to which intensive educational intervention begun in early infancy could prevent developmental retardation and academic failure in children from socioeconomically disadvantaged backgrounds. The follow-up study was conducted four years after intervention had ended, when subjects had completed seven years in public school and were about 12 years old. In total, 90 of the 93 subjects who took part in the earlier phases of intervention were available for follow-up testing. Standardized tests of intellectual ability and academic achievement were individually administered to all subjects in the summer after their seventh school year by examiners who were unaware of the students' intervention history. Findings on the long-range outcomes of the preschool intervention are reported and discussed. (RH)

ED 333 974 PS 019 605

Gardner, William; Herman, Janna
Developmental Change in Decision-Making: Use of Multiplicative Strategies and Sensitivity to Losses.
SPONS. AGENCY - National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE - 19 Apr 91
NOTE - 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adolescents; *Age Differences; *Children; Critical Thinking; *Decision Making Skills; Evaluative Thinking; Information Utilization; Probability; *Risk; *Sex Differences
IDENTIFIERS - *Multiplicative Strategies

This study examined the development of children's decisionmaking abilities and the effects of age and gender differences on their use of probability, gain, and loss information about risky alternatives. Subjects were 158 children of 7-13 years of age who were observed during a task in which they chose among alternative

IDENTIFIERS - Cultural Sensitivity; Vignettes

This two-part investigation attempted to formulate culturally sensitive definitions of desirable and undesirable attachment behavior. Participants were 3 sociocultural groups of 16 mothers each: middle-class Anglo mothers, lower-class Anglo mothers, and lower-class Puerto Rican mothers living on the U.S. mainland. All mothers had at least 1 child between the ages of 12 and 24 months. In Study 1, indigenous concepts of desirable and undesirable attachment behavior were elicited using open-ended probes. Mothers were asked to describe: (1) qualities they would and would not like their children to possess as they grew older; (2) a toddler they knew with positive qualities and one with negative qualities; and (3) how each toddler would behave in a situation designed to simulate the phases of the Strange Situation. On the basis of mothers' responses, culturally sensitive vignettes of desirable and undesirable Strange Situation behavior were constructed, and culturally relevant descriptors of toddler characteristics were selected. In Study 2, mothers' perceptions of the hypothetical toddlers in the culturally sensitive vignettes were compared, both in terms of their relative overall desirability as well as in terms of the culturally relevant descriptors of toddler characteristics. Findings indicated that mothers' culturally derived values influence the meanings they give to individual differences in Strange Situation behavior. (RH)

ED 333 994 PS 019 647

Mazur, Elizabeth
Children's Attachment Classification and Parental Divorce as Predictors of Their Understanding of Marriage and Divorce.
PUB DATE - Apr 91
NOTE - 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Attachment Behavior; Comparative Analysis; *Divorce; Elementary Education; *Elementary School Students; Grade 2; Grade 4; Kindergarten; Kindergarten Children; *Marriage; Nuclear Family; Parent Child Relationship; Predictor Variables

The possibility was explored that children's attachments to their mothers may provide an internal working model for their cognitions of marriage and divorce. Subjects were 112 children in kindergarten, second, and fourth grade who were living with nondivorced or divorced parents. The mean length of time since parents' separation and divorce was 56 months and 39 months, respectively. All subjects were white and middle-class, and all were interviewed individually at one of four public elementary schools. Data were collected with an assessment of the mental representation of the self in relation to attachment (Cassidy, 1988) and a semi-structured interview that asked children about marriage, divorce, remarriage, and stepparents. Analysis of covariance showed a significant main effect for parents' marital status and a significant interaction between representation of the attachment relationship and parents' marital status. Children living with nondivorced parents whose representations of the self in attachment were classified as insecure were more likely to focus on superficial behaviors of spouses, stepparents, and stepchildren than were children whose representations were of secure attachments or whose parents were divorced. (Author/RH)

ED 333 995 PS 019 648

PUB DATE - Apr 91
NOTE - 24p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Creativity; Elementary Secondary Education; Family Characteristics; *Home Schooling; Intelligence; *Nontraditional Education; *Parents as Teachers; *Parent Student Relationship; Peer Relationship; Personal Autonomy; *Student Evaluation; Teacher Characteristics; Teaching Methods
IDENTIFIERS - Structured Activities; Torrance Tests of Creative Thinking

A nationwide sample of home-schooling parents and their children was surveyed in a study of: (1) the characteristics of home-schooling families; (2) variations in instructional approaches used by home-schooling parents; and (3) the possible relation of creativity of home-schooled children to differences in family characteristics or instructional approach used. Instructional approaches were assessed by means of the Home Schooling Instructional Survey, which was completed by the parents. The creativity of the home-schooled children was measured by means of the Torrance Tests of Creative Thinking-Figural Form A (TTCT). Significant differences in instructional approach were found in four areas: (1) goal orientation of the parents; (2) autonomy given to the children; (3) motivational orientation of parents; and (4) instructional format. The TTCT scores were positively correlated with the number of years the child had spent in conventional schools, household income, and the home teacher's age and educational level. The scores were negatively correlated with the number of years the child had been home schooled. A list of 32 references is included. (BC)

ED 334 016 PS 019 733

Infant Mortality: 1989 Research Accomplishments.
National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE - Jan 90
NOTE - 31p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Child Health; Diseases; *Federal Government; *Federal Programs; *Infant Mortality; *Policy Formation; Program Descriptions; *Public Agencies; *Research Projects
IDENTIFIERS - Maternal Health; *National Institutes of Health

Collected in this document are reports of the National Institutes of Health's 1989 accomplishments in research on the problem of infant mortality. Reports are provided by the: (1) National Institute of Child Health and Human Development; (2) National Cancer Institute; (3) National Heart, Lung, and Blood Institute; (4) National Institute of Neurological Disorders and Stroke; (5) National Institute of Allergy and Infectious Diseases; (6) National Institute of Environmental Health Sciences; (7) National Institute of Arthritis and Musculoskeletal and Skin Diseases; (8) Division of Research Resources; and (9) National Center for Nursing Research. It is concluded that even though it is disappointing that the nation did not reach the goal for the reduction of infant mortality set at the beginning of the 1980s, there was significant progress toward the goal. The United States had an all-time low infant mortality rate in 1988, and remarkable progress was made

programming, television courses, and correspondence education. Approximately 80% of the Thai population is involved in nonformal education in rural and poor areas and in regions with few schools. Thailand operates special schools for handicapped and disadvantaged students; however, mainstreaming is appreciated and utilized selectively. These special and welfare education programs tend to be unique to Thailand, but preface a model of education that can be applied to other developing countries. Numerous teachers' colleges prepare teachers to meet the demands of the non-formal education and special education. Components for educational structure development based on the Thai model are: (1) assessing the culture and climate of the community; (2) centralizing control of the educational program; (3) recognizing and supporting special education programs; (4) making provisions to sustain growth; and (5) obtaining government support. (KS)

ED 334 036 RC 018 226

McKerrow, K. Kelly; Lee, Sharon Shockley
Case Study of Hegemonic Confrontation in a Rural School District: Four Women and a Prick at the Newspaper.
PUB DATE - Apr 91
NOTE - 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Administrators; Boards of Education; Critical Theory; Elementary Secondary Education; Language Usage; Organizational Theories; Parent Grievances; *Parent School Relationship; *Power Structure; *Role Perception; Sex Bias; *Sex Stereotypes; Special Education
IDENTIFIERS - Board Parent Relationship; *Hegemony; *Parent Empowerment

This paper presents a critical analysis of events that surrounded the efforts of four mothers to gain access to the educational decision-making process. A basic premise is that a hegemonic relationship based upon gender pervades American education. The roles of administrator and parent are "gendered" concepts that affect the ways that people in these roles are treated. This case study, based on participant observation, examines the hegemony of gender in one small, rural, midwestern school district, where an administration perception was that all the school's problems were caused by "four bitches and a prick at the newspaper." The four women had handicapped children receiving special services, and they encountered administration resistance when they insisted on actively participating in educational decisions concerning their children. All administrators and board of education members, except the board president, were male. The real "problem" was that the four women asked questions and demanded answers; they moved outside the role allotted to them by the organization. They organized a parent support group, brought their grievances to the board of education, and, finally, filed a civil rights complaint. The local newspaper editor criticized the board's inaccessibility. After a climactic board meeting, the administration's control began to unravel. The district was found guilty of civil rights violations and of harassing parents and students; the administration lost credibility; and board members and administrators were replaced. The use of language to control perceptions and maintain the dominant ideology is discussed. This paper contains 38 references. (SV)

household) increases the odds of completing high school and living in a two-parent household increases the odds of attending college; (2) education of both parents is a powerful predictor of college attendance; (3) living in poverty significantly decreases the odds of both high school completion and college attendance; and (4) the negative effect of living in the rural south disappears when the effects of family background are controlled. (KS)

ED 334 055 RC 018 262

A Collection of Teaching Units in American Indian Education.
Eastern Montana Coll., Billings.; Montana State Office of the Superintendent of Public Instruction, Helena.
PUB DATE - Jun 90
NOTE - 170p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Collected Works - General (020)
DESCRIPTORS - *American Indian Culture; American Indian Education; American Indian History; *Class Activities; Cultural Awareness; *Cultural Education; Elementary Education; *History Instruction; Learning Activities; Multicultural Education; Self Esteem; Student Attitudes; *Teacher Developed Materials; *Units of Study

This collection of 11 teaching units was developed by elementary school teachers who attended the Montana Institute for Effective Teaching of American Indian Children, held at Eastern Montana College in June 1990. The first unit teaches the alphabet to kindergarten students using cultural activities related to English or Salish words that begin with the appropriate letter. The second unit teaches kindergarten students and first graders about American Indian clothing and how it was made. Intended for Grades 4-8, the other units: (1) explain symbols and images from the Lakota and White cultures; (2) build student self-esteem through varied activities that allow the children to experience success through cooperative learning; (3) introduce students to pre-contact Native American history and culture, using cooperative learning and whole language approaches; (4) allow each student to explore the culture of a particular tribe in depth; (5) examine the cultural origins of holidays; (6) familiarize students with the history and culture of the Salish and Kootenai tribes; (7) use oral histories and group work to make history relevant to students and sensitize students to the biases of historians; (8) improve cross-cultural understanding through curriculum changes that respect Native American culture and history; and (9) use the book "Chief Plenty Coups" to raise student self-esteem at Plenty Coups High School in Pryor, Montana. Each unit contains objectives, materials needed, time requirements, procedures, and evaluation methods. Some units include lesson plans and learner materials. (SV)

ED 334 056 RC 018 269

Kindergarten Retention. Burning Issues Series .
National Preschool Coordination Project, San Diego, CA.; San Diego County Office of Education, CA.
SPONS. AGENCY - California State Dept. of Education, Sacramento. Office of Migrant Education.
PUB DATE - 91
NOTE - 24p.
LANGUAGE - English

traditional lecture/demonstration format within school mathematics instruction is not effective in fostering and promoting students' problem-solving abilities, mathematical reasoning power, and mathematical communication skills. In an attempt to come to a better understanding of mathematics classroom learning, a study focused on the particular activity of mathematical discourse, with the main goal being both the characterization of the potential learning opportunities and the inference of students' construction of mathematical meanings. The participants in this study were the students and teacher in a third-grade class of a laboratory school associated with a Southern university, chosen to reflect the gender, socioeconomic status, ability levels, and ethnicity of the State. Various qualitative research techniques such as participant observations, interviews, and video recordings were used to collect data, which were categorized according to style and meaning of class participation. Results indicate that classroom mathematical discourse is a rich environment for both student growth and mathematical learning, which was confirmed by more elaborate and integrated schema for mathematical reasoning and problem solving. (22 references) (JJK)

ED 334 074 SE 052 161

Caporrimo, Rosaria
Gender, Confidence, Math: Why Aren't the Girls 'Where the Boys Are?'
PUB DATE - Aug 90
NOTE - 24p.; Paper presented at the Annual Meeting of the American Psychological Association (Boston, MA, August 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cultural Influences; Grade 8; Junior High Schools; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; Problem Solving; *Secondary School Mathematics; *Sex Differences; *Sex Role; *Social Influences
IDENTIFIERS - *Autonomous Learning

In the area of school mathematics, research has repeatedly indicated that males are far more likely than females to participate in and excel at the highest levels of achievement. Given the supposition of innate differences between the sexes in mathematical ability, as well as the existence of sociocultural differences, none of these variables appears readily amenable to intervention strategies. A study investigated those variables upon which the mathematics education community can exert some influence. Considered as a possible explanatory factor for gender-related differences in mathematical abilities was autonomous learning behavior, which is both characterized as mediation between internal and external influences and performance on high-level cognitive tasks, and hypothesized to be the result of environmental and societal factors. Analyses were conducted to examine the relationship of standardized mathematics achievement scores, problem-solving strategies, self-report scores, and Confidence in Learning Mathematics survey scores among 122 eighth-grade students, 70 females and 52 males, representing all levels of mathematics achievement. Among the findings, no gender differences were evident on any of these scores; however, the Confidence scores functioned differently for the sexes. When consideration was focused upon average scores on the problem-solving strategies measure, males exhibited a direct relationship between routine problem scores and Confidence scores, whereas females showed an inverse relationship. (22 references) (JJK)

DESCRIPTORS - Educational Development; *Educational Research; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Seminars
IDENTIFIERS - New Zealand

The 1984 Annual Meeting of the New Zealand Council for Educational Research celebrated its 50th jubilee and marked the retirement of John Waston (Director, 1968-1984) by organizing an invitational seminar. The proceedings of this seminar features 13 presentations: "Introduction" (David Philips); "Official Welcoming Address" (M. L. Wellington); "Where Are We Going From 1984: Challenges to Educational Research" (Noeline Alcorn); "Fifty Plus Fifteen Equals 2000" (David McKenzie); "A Secondary School Principal's Views on Directions for Educational Research" (Turoa K. Royal); "A Primary School Principal's Views on Directions for Educational Research" (Wally Hirsh); "The Economy and Education" (Frank Holmes); "The Individual and Education" (Ivan Snook); "Society and Education" (Jack Shallcrass); "Te Wananga o Raukawa" (Whatarangi Winiata); "The Conduct of Educational Research" (John Keeves); "The Future of Educational Research Funding in the Context of Recent Reports on Social Science Research" (Marie Clay); and "Major Issues for Educational Research: Workshop Reports" (Myra Harpham, Cedric Croft, and Whatarangi Winiata). A list of seminar participants concludes the document. (DB)

ED 334 095   SO 021 191

Voter Education Program. A Guidebook of Teaching Strategies and Resources to Supplement "Social Studies Standards of Learning."
Virginia State Board of Elections, Richmond.; Virginia State Dept. of Education, Richmond.
PUB DATE - 91
NOTE - 293p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Citizen Participation; *Citizenship Education; Educational Resources; *Elections; Elementary Secondary Education; Law Related Education; *Learning Strategies; Sequential Approach; Social Studies; State Curriculum Guides; State Programs; Student Educational Objectives; Teaching Methods; *Voting
IDENTIFIERS - *Voter Education

This document is a guidebook containing a sequence of learning strategies to teach facts and concepts of voter education. Strategies are grouped into four grade divisions: primary (K-3), intermediate (4-6), secondary (7-9), and high school (10-12). Each grade section is organized into the following order: introduction, strategy, major idea, learning objectives, teaching strategies, evaluation, teaching aids, vocabulary, lesson critique, and summary. A concluding section contains a bibliography, materials available from the State Board of Elections, a resource list, maps of congressional, senatorial, and Virginia house of delegates districts along with their locations, and a guide to voting in Virginia. (DB)

ED 334 096   SO 021 193

The Visual Arts in Primary Schools.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 88
NOTE - 105p.; Title on title page varies from title on document cover.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Art Education; Curriculum Development; Elementary Secondary Education; Role of Education; *State Programs; *Statewide Planning
IDENTIFIERS - *Connecticut

The 1990-91 school year has been designated the Year of the Arts in Education in Connecticut. This guide describes what state agencies are doing to celebrate this special year and seeks to inform various groups about what they can do to help develop Year of the Arts in Education activities. Suggestions are made for various groups including: art teachers, classroom and non-art teachers, guidance counselors, students, school principals, boards of education, PTAs and PTOs, colleges and universities, independent artists, performers, arts organizations, corporations, local industries, businesses, and the media. (DB)

ED 334 122 SO 021 388

Mapping Skills, Stencil Masters of Worksheets for an Elementary Course, and Teachers Guide.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 76
NOTE - 70p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Educational Resources; Elementary Secondary Education; Foreign Countries; Geographic Concepts; *Geography Instruction; *Instructional Materials; Learning Activities; Maps; *Map Skills; *Physical Geography; Problem Solving; Teaching Methods
IDENTIFIERS - *Australia (Tasmania)

A packet of resources for helping students develop map skills is presented. The packet includes: 18 stencil masters of mapping exercises for elementary students; an aerial photograph; the course guide, entitled "A Course to Understand Maps," designed to help secondary students understand maps through problem solving; and a teacher's guide with a resource list. (DB)

ED 334 123 SO 021 404

Dufrene, Phoebe
Contemporary Powhatan Art and Culture: It's Link with Tradition and Implications for the Future.
PUB DATE - 91
NOTE - 21p.; Paper presented at a Meeting of the Algonquian Conference (Ottawa, Canada). For related documents, see SO 021 405-406.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Historical Materials (060)
DESCRIPTORS - *American Indian Culture; *American Indian History; *Art Appreciation; *Art Education; Art History; Cultural Awareness; *Folk Culture; Handicrafts; Multicultural Education; Tribes; United States History
IDENTIFIERS - Maryland; North Carolina; *Powhatan (Tribe); Virginia

This paper depicts the historical background and lifestyle of the Powhatan Indians. There are approximately 30 such tribes in present-day Maryland, Virginia, and near the North Carolina border. The name Powhatan is defined, and the history and current

Environment); *Chronic Illness; *Disabilities; Family Problems; Family Relationship; Personality Traits
IDENTIFIERS - Positive Attitudes; *Resiliency; *Vulnerability
This bibliography focuses on resiliency in children and youth with disabilities and chronic illnesses and in their families. The materials included address factors associated with the successful adaptation of children and their families to the many demands of chronic illness and disability. The bibliography contains approximately 35 references to books, articles, and book sections on resiliency in general; approximately 55 annotated entries for books, articles, and book sections on resiliency in children and youth with chronic illness and disability; and annotations for over 30 books and journal articles on resiliency in family members. (JDD)

ED 333 639 EC 300 392

Horne, Richard L., Ed.
Vocational Assessment: A Guide for Parents and Professionals.
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Children and Youth with Handicaps, Washington, DC.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - Dec 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Advocacy; *Career Development; *Disabilities; *Education Work Relationship; Elementary Secondary Education; Evaluation Methods; Parent Role; Staff Role; Student Evaluation; Teacher Role; Transitional Programs; *Vocational Evaluation
This newsletter issue describes the importance of vocational assessment in the educational process of students with disabilities. Vocational assessment is defined, its purposes are explained, and the ways in which vocational assessment can benefit teenagers with special needs are discussed. Types of informal and formal assessments are explored, as well as uses of vocational assessment data. The roles of key professionals (special education teachers, guidance counselors, vocational educators, and vocational evaluators) in the assessment process are described. The role of parents as advocates and advisors is also discussed. The importance of early career development and ongoing vocational assessment in helping youth with disabilities to make a successful transition from school to the world of career training and/or employment is stressed. The newsletter issue includes 33 references, a 19-item bibliography, and a list of 16 organizational resources. (JDD)

ED 333 640 EC 300 393

Horne, Richard L.
The Education of Children and Youth with Special Needs: What Do the Laws Say?
Interstate Research Associates, Inc., Washington, D.C.; National Information Center for Children and Youth with Handicaps, Washington, DC.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - 91
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

and evaluation practices, examines assessment for classification, diagnostic, and instructional purposes. The second section, on developing curriculum and instruction, focuses on designing intervention strategies to change academic and social behaviors, with emphasis on strategies to increase positive behaviors as opposed to stressing the reduction of negative behaviors. The third section, on collaboration, looks at issues surrounding the development of positive partnerships between teachers and other teachers, paraprofessionals, administrators, community agencies, and parents. Each section lists suggested readings. (DB)

ED 333 660 EC 300 416

Algozzine, Bob; And Others
Behaviorally Disordered? Assessment for Identification and Instruction. Working with Behavioral Disorders: CEC Mini-Library.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 47p.; For other documents in this set, see EC 300 409-417.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Behavior Change; *Behavior Disorders; Behavior Problems; *Educational Diagnosis; Elementary Secondary Education; Eligibility; *Emotional Disturbances; *Evaluation Methods; Handicap Identification; Instructional Development; Interdisciplinary Approach; Interpersonal Competence; Intervention; Labeling (of Persons); Referral; Screening Tests; *Student Evaluation; Teacher Attitudes
IDENTIFIERS - *Curriculum Based Assessment

Based on presentations given at a 1989 conference, this booklet offers a literature-based perspective on systematic screening procedures and functional assessment procedures to facilitate services to students with emotional and behavioral disorders. The following topics are addressed: assessment decisions (in the areas of classification, evaluation of progress, and instructional planning); eligibility (screening, prereferral, and certification); use of appropriate definitions that lead to intervention strategies; description of problem behaviors using a school-based or educational model; analyzing relationships between specific behaviors and their settings; functional assessment; attitudes and the impact of labeling; systematic screening; the multidisciplinary team; identification practices focusing on observable behavior; instructional decisions based on assessment; a model for curriculum-based assessment; curriculum-based assessment and social behaviors; and identifying critical behaviors. (Includes 70 references.) (DB)

ED 333 661 EC 300 417

Wood, Frank H.; And Others
Conduct Disorders and Social Maladjustments: Policies, Politics, and Programming. Working with Behavioral Disorders: CEC Mini-Library.
Council for Exceptional Children, Reston, Va.
PUB DATE - 91
NOTE - 36p.; For other documents in this set, see EC 300 409-416.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

computer feedback, the time allowed to complete the lesson, and the teacher's instruction. Using the Computer Attitude Scale, it was determined that students' attitudes toward computers changed in terms of reduced anxiety and greater confidence in using computers. Students' knowledge of educational psychology concepts increased after completion of each lesson. The results provide support that, if the nature of the students' computer experience is positive, then attitudes can be positively impacted. (Includes 23 references.) (JDD)

ED 333 681 EC 300 437

VanBiervliet, Alan, Ed.; Parette, Phil, Ed.
Proceedings of the South Central Technology Access Conference (1st, Little Rock, Arkansas, December 4-5, 1989).
Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.
SPONS. AGENCY - Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE - Dec 89
NOTE - 140p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Accessibility (for Disabled); *Assistive Devices (for Disabled); Communication Aids (for Disabled); Computer Software; Computer Uses in Education; Curriculum; Deafness; *Disabilities; Elementary Secondary Education; Financial Support; Futures (of Society); Hearing Aids; Higher Education; Housing; Older Adults; Program Development; Rehabilitation; Resource Centers; Speech Synthesizers; *Technology; Technology Transfer; Telecommunications; Visual Impairments
IDENTIFIERS - Arkansas; Augmentative Communication Systems

This proceedings provides the text of 17 conference presentations on access to technology for persons with disabilities. Titles and authors include: "There Is Funding Out There" (Anna C. Hofmann); "Assessment and Prescription for Adaptive Driving Controls" (Michael K. Shipp); "Technology Transfer for the Community Dwelling Older Adults" (M. Cherie Clark); "Research Focusing on Freedom of Choice, Communication, and Independence Using Eyegaze and Speech Recognition Assistive Technology" (Carrie Brown); "The Process of Integrating Software into the Special Education Curriculum" (Dave Edyburn); "Telecommunications Technology in the Future: Its Benefits and Applications to Persons with Disabilities" (Darrell Lauer); "The Arkansas Special Education Resource Center Presents Software Soup" (Kathy Balkman and others); "Three Approaches to the Use of Speech for People Who Are Visually-Impaired" (Fred Gissoni); "Augmentative Communication Alternatives for Persons with Disabilities" (Linda Crawley, Nancy Dunn); "Are You Listening? Developing A Consumer-Responsive System" (Rachell Wobschall); "NASA and the Process of Technology Transfer: Current Involvement and Implications for the Future" (Ismail Akbay); "Technology for Disabled Students in Higher Education" (Riqua R. Serebreni); "The Arkansas Technology Program" (Alan VanBiervliet and others); "Issues in Amplification and Listening Devices" (Hope Keiser); "The Role of RESNA in the Provision of Technical Assistance and Information in Response to P.L. 100-407" (Patricia Beattie); "User Friendly Homes for Today and Tomorrow" (Beulah Hirschlein); and "Trends of Telecommunication for Deaf People" (Al Sonnenstrahl). (JDD)

ED 333 682 EC 300 438

policies have been fully implemented yet, most states are making a "good faith" effort to meet the law's legal requirements. An appendix details the survey's methodology. Includes 4 references. (DB)

ED 333 699 EC 300 455

Anderson, Kathy; And Others
Status of States' Policies that Affect Families: Case Management P.L. 99-457, Part H. The Infants and Toddlers with Handicaps Program.
North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - 91
NOTE - 30p.; For related documents, see EC 300 454-456.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Agency Cooperation; *Disabilities; *Family Programs; Interdisciplinary Approach; Policy Formation; Preschool Education; Services; State Action; Statewide Planning; Supervision
IDENTIFIERS - *Case Management; *Education of the Handicapped Act 1986 (Part H)

This report is one of three resulting from a 50-state survey on the development of family policies through the implementation of Public Law 99-457 (Part H) and focuses on the selection of case managers, qualifications and training of case managers, vehicles to monitor and supervise case managers, and financing the case management system. Among findings were the following: 37 states are currently developing policy for the selection of the case manager; 72% plan for the primary case manager to be assigned by the Individual Family Service Plan (IFSP) team with considerable input from parents; 23 states plan to select the case manager exclusively from the discipline most closely related to the child's or family's need; Desired competencies for case managers include knowledge of local resources, of state and federal laws, of interagency collaboration, of typical and atypical child development, and of assessment procedures and family dynamics. Twelve states plan for case managers to be monitored at the regional level with eight states planning to monitor managers at the local level. Half of the states plan to incorporate Medicaid as one funding source for case management; 29 states plan to use state funds; and 17 states plan to use Part H funds. Information on the survey methodology is appended. Includes 8 references. (DB)

ED 333 700 EC 300 456

Harbin, Gloria; And Others
State Policy Development for P.L. 99-457, Part H: Initial Findings from Six Case Studies.
North Carolina Univ., Chapel Hill. Carolina Inst. for Child and Family Policy.; North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE - 91
NOTE - 30p.; For related documents, see EC 300 454-455.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Reports -

Socioeconomic Status; State Surveys
IDENTIFIERS - *Acadians; *Canada; French Language Schools; Nova Scotia

In the context of recent Nova Scottian (Canada) provincial legislation establishing primarily Acadian, French-language public schools in four regions, a survey investigated local Acadians' attitudes about the roles of both French and English in these schools. Survey samples included 330 parents of primary school children and 145 parents of eleventh- and twelfth-graders in the four regions. The questionnaire gathered information on the respondent and family and measured the intensity of agreement or disagreement with statements reflecting attitudes. Seven variables were examined in addition to specific attitudes. These included general population attitudes; region; age; native language; educational attainment; language used in the home; sex; and socioeconomic status. The report analyzes the results in detail, supported by substantial statistical data, and presents detailed conclusions for each variable and parent population studied. (MSE)

ED 333 721 FL 019 208

Allexsaht-Snider, Martha
Parent-Teacher Interaction in a Bilingual Context: Teachers' Perspectives.
PUB DATE - 6 Apr 91
NOTE - 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Bilingual Education; Case Studies; Elementary Education; Ethnography; *Limited English Speaking; Parent Participation; *Parent Teacher Cooperation; School Districts; *Teacher Attitudes
IDENTIFIERS - *California; Language Minorities

An ethnographic case study investigated relations between teachers and parents of minority-language students in two elementary schools in a small California agricultural community. The study examined: (1) school district policies and guidelines concerning teacher interactions with parents and parent involvement in school activities; (2) the range of cultural knowledge that the three teachers studied applied in their work with parents; (3) sources of the teachers' cultural knowledge; (4) patterns in the teachers' experiences and practices of parent involvement; and (5) teacher expectations for parental roles in the learning process--in general, at home, and in the school and classroom. The teachers included a third-grade teacher fluent in Spanish and with extensive experience teaching English as a Second Language in South America, a fourth-grade teacher with rudimentary Spanish skills, and a fifth-grade teacher with fluent Spanish and counseling experience. It is concluded that as these three teachers reflected on their parent involvement practices, they determined that the nature and quality of their prior experiences with parents, not just length of experience, affected their present practices and understanding of interactions with parents. The teachers also cited aspects of the social organization of their schools as significant in their work with families. A 26-item bibliography is included. (MSE)

ED 333 722 FL 019 210

Dialogue Journal Bibliography: Published Books, Articles, Reports and Dissertations About Dialogue Journal Research and Use.

Second Language Instruction; *Second Language Learning; Self Evaluation (Individuals)
IDENTIFIERS - *Strategic Competence (Languages)

A study investigated how learners of a second language cope with the linguistic difficulties in oral interaction with a native speaker. The four subjects were training to become bilingual secretaries and were faced with job interviews. The study's objectives were: (1) to analyze the subjects' oral performance and show that learners differ widely in their use of communication strategies; and (2) to assess the practicality of using learners' introspection to promote their awareness of the role that compensation strategies can play in oral performance. The subjects were interviewed twice in the target language (French), once before and once after a 6-month period in France or Belgium. Immediately following each interview, each subject was asked to comment on her performance. Results confirmed the emergence of differential coping strategies in the four subjects, and found greater disparity between the styles in the second interview. Results also indicate that learners vary in their ability to recall or verbalize these processes and in their degree of linguistic awareness during and after the oral performances. Transcripts of the interviews and introspections are appended, and an 82-item bibliography is included. (MSE)

ED 333 743 FL 019 242

Janopoulos, Michael
TESOL Practicum: Bridging the Gap between Student Needs and Program Objectives.
PUB DATE - 91
NOTE - 31p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Degree Requirements; Educational Objectives; Elementary Secondary Education; *English (Second Language); Graduate Study; Higher Education; *Masters Degrees; *Practicums; Program Design; *Student Characteristics; *Student Needs; *Teacher Education

The practicum is widely accepted as an integral part of the master's degree program for teachers of English to speakers of other languages (MATESOL) throughout the United States. While research has provided some insight, there is no clear consensus as to what the practicum's objectives should be. Moreover, the student clientele of MATESOL programs is extremely heterogeneous with respect to such factors as nationality, career goals, previous professional preparation, and prior teaching experience. Given the absence of uniform program objectives and the wide range of student needs, abilities, and goals, MATESOL practicum objectives should be based as much on student needs as on program philosophy. The setting of practicum objectives should be seen as a dynamic, ongoing process in which goals may change from semester to semester and from student to student. (23 references) (MSE)

ED 333 744 FL 019 243

The Journal of the Society for Accelerative Learning and Teaching. Volume 14, 1989.
Society for Accelerative Learning and Teaching, Inc.
PUB DATE - 89
NOTE - 350p.; For Volume 13, see FL 019 244.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC14 Plus Postage.

presented in outline form. An introductory section proposes that alternative assessment approaches focus primarily on providing meaningful feedback to learners and teachers and are useful in improving teaching. Part I addresses assessment of change in student literacy practices outside the school context and offers a series of evaluation tasks for identifying prior literacy experiences, developing intake measures for that process, developing instructional activities and assessment measures for changes in literacy behavior, reducing barriers, promoting program participation, enhancing social action, and quantifying program success. A list of outcomes that can be linked to literacy education is also provided. Part II discusses the assessment of instructional success, and offers evaluation tasks for documenting progress in changing student perceptions of the reading and writing process, getting meaning from print, moving along the literacy continuum, increasing knowledge and confidence and social interaction skill development, and pinpointing problem areas. A final section addresses program priority-setting. Appended notes contain examples of both global and print-based reading and writing strategies, with questions to use in guiding student understanding. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 333 765 FL 800 368

Draper, James A., Ed.
Writings Relating to Literacy Done at the Ontario Institute for Studies in Education.
Ontario Inst. for Studies in Education, Toronto.
PUB DATE - 8 Sep 90
NOTE - 40p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Adult Basic Education; Adult Literacy; *Educational Research; Faculty Publishing; Foreign Countries; *Literacy; *Literacy Education; Masters Theses
IDENTIFIERS - *Ontario Institute for Studies in Education

This bibliography contains about three hundred citations of publications on aspects of literacy by faculty and research officers at the Ontario Institute for Studies in Education (OISE) in Toronto, over 45 theses completed by OISE students, and almost 40 publications by OISE graduates. The list was compiled from the results of a survey of OISE faculty and research officers as part of an OISE project to commemorate the United Nations International Literacy Year (1990). The intended audience is individuals in the field of adult literacy and basic education, including government, sponsoring agencies, educators, administrators, and education planners. An appended list indicates the departmental affiliations of the faculty and research officers. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 333 766 FL 800 369

Escobar, Joanna Sculley; Daugherty, John
Handbook for the ESL/ABE Administrator.
Northwest Educational Cooperative, Arlington Heights, IL.
SPONS. AGENCY - Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE - Jun 75
NOTE - 115p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

spent nearly $8,000 per student in higher education (surpassed only by Denmark); if research and auxiliary enterprises are excluded, U.S. spending would be reduced by about 20%; taxpayer support of higher education in the United States is proportionately lower than in other countries, contributing less than half of total spending per student. Implications are drawn and include the need to consider both spending as a percentage of GNP and spending per student, the correlation between less public support and higher participation in the United States, and the need for better data collection. Graphs and tables detail the report's findings. (DB)

ED 333 786 HE 024 611

Geographic Origins of Students, Fall 1990. Volume I.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE - May 91
NOTE - 602p.; For Volumes II and III of the report see, HE 024 612-613.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - College Freshmen; *College Students; Credit Courses; *Enrollment; Full Time Students; Geographic Location; Graduate Study; Higher Education; Institutional Research; Part Time Students; *Place of Residence; School Location; *State Colleges; *State Universities; Transfer Students; Undergraduate Study
IDENTIFIERS - New York; *State University of New York

This report (the first of three volumes) presents the results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York during the fall 1990 term. The report presents tabular data on all credit course students and all institutions of the State University system. Part I of Volume I presents three distinct types of summaries which use the individual institution (or institutional type) as the unit of analysis. The report summarizes the distribution of all credit course students by load, level, and residency and includes various relative distance measures for New York State residents. Also displayed are the origins of new (first-time and transfer) undergraduate students. Part II of Volume I displays each institution's enrollment by level, load, history, and permanent residence. In addition, Part II contains various tables which summarize the total State University system as well as the institutions by type. The document contains an appendix listing the geographical divisions used and publications list. (GLR)

ED 333 787 HE 024 612

Geographic Origins of Students, Fall 1990. Volume II.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE - May 91
NOTE - 507p.; For Volumes I and III of the report, see HE 024 611 and HE 024 613.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - *College Students; *Credit Courses; *Enrollment; Full Time Students; Geographic Location; *Graduate Study; Higher Education; Institutional Research; Part Time Students; Place of Residence; State Colleges; *State Universities; Statistical Data; Transfer Students; *Undergraduate Study

Applying the Deming Method to Higher Education for More Effective Human Resource Management.
College and Univ. Personnel Association, Washington, D.C.
PUB DATE - Feb 91
NOTE - 138p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Books (010), Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - General (020)
DESCRIPTORS - *Administrative Principles; Business Administration; *College Administration; Higher Education; Human Relations; Human Resources; Leadership; Office Management; *Personnel Management; Productivity; Resource Allocation; Services; Skill Development; *Supervisory Methods; Training
IDENTIFIERS - *Deming Management Method

This book discusses the application of the Deming Management Method to higher education in order to improve the management practices and operations of American colleges and universities. The contributing articles are as follows: (1) "The Parable of the Red Beads" (Joseph A. Burke); (2) Constancy of Purpose for the Improvement of Product and Service" (Ronald K. Dye); (3) "Adopt a New Philosophy" (Juanita P. Fain); (4) "Cease Dependence on Mass Inspection" (Samuel C. Heady); (5) "End the Practice of Awarding Business on Price Tag Alone" (Terrence J. Hogan); (6) "Improve the System of Production and Service" (Dawn G. Hughes); (7) "Institute Training" (Linda L. Hunt); (8) "Institute Leadership" (Ronald J. Hyson); (9) "Drive Out Fear" (Luther G. Smith); (1) "Break Down Barriers between Departments" (D. Kevin May); (11) "Eliminate Slogans, Exhortations, and Targets for the Work Force" (Shirley E. Meiners); (12) "Eliminate Numerical Quotas" (Tess Midkiff); (13) "Remove Barriers That Rob People of Pride of Workmanship" (Judy E. Shonebarger); (14) "Institute a Vigorous Program of Education and Retraining" (Stephen E. Miller); (15) "Take Action To Accomplish the Transformation" (Joan P. Moser); and (16) "Cardinal Diseases and Obstacles" (Richard I. Miller). Most chapters provide references. (GLR)

ED 333 806 HE 024 654

Thompson, Lawrence H.
Vulnerabilities in the Stafford Student Loan Program.
General Accounting Office, Washington, D.C. Div. of Human Resources.
PUB DATE - 29 May 91
NOTE - 16p.; Testimony presented before the Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - General (140)
DESCRIPTORS - Administrative Policy; *Administrative Problems; Credit (Finance); Higher Education; *Loan Default; *Loan Repayment; Paying for College; Postsecondary Education; Program Evaluation; Program Improvement; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS - *Department Of Education; *Stafford Student Loan Program

This testimony before the House Subcommittee on Postsecondary Education addresses the need for improving student financial aid programs administered by the Department of Education, and in particular, the Stafford Student Loan Programs. The testimony begins with a brief review of the default problems involving student loans. Next, an examination is provided of the

"Graduates of Higher Education: What Do Employers Expect in the 1990s?" (Peter Meyer-Dohm) and "Personal Transferable Skills for Employment: The Role of Higher Education" (Ann Bailey). The final section looks at changes in culture and organization with "The Shifting Culture of Higher Education" (John Fielden), "A Responsive Higher Education System" (Anne Jones), and "Apocalypse Now? Where Will Higher Education Go in the Twenty-first Century?" (Peter Slee). References accompany most papers. (JB)

ED 333 825 HE 024 680

Pritchard, Rosalind M. O.
The End Of Elitism? The Democratisation of the West German University System.
SPONS. AGENCY - Economic and Social Research Council, Lancaster (England).; Ulster Univ. (Ireland).
PUB DATE - 90
NOTE - 237p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Historical Materials (060)
DESCRIPTORS - Access to Education; *Comprehensive Programs; *Educational Philosophy; Elitism; Foreign Countries; *Government School Relationship; *Higher Education; Institutional Characteristics; Theory Practice Relationship; Vocational Education
IDENTIFIERS - Neoconservatism; Von Humboldt (Wilhelm); *West Germany

With developments such as the overcrowding of universities and the student revolt of the 1960s, traditional ideals of German higher education based on the ideas of W. Von Humboldt, were reassessed. Concepts which had once been inspirational in the Humboltian ideal had become perverted. In the post-war period a reform tradition was pioneered by state education authorities, setting the stage for new comprehensive models, more appropriate to an age of mass education. This movement toward comprehensiveness involved different types of institutions, at and below university level, merging as a means of introducing greater flexibility within existing structures, promoting social and regional equality, and stimulating curricular innovation. The achievements of this movement have included the integrated degree courses, a commitment to the theory-practice link, increased access to higher education, and promotion of applied and vocational studies. However, attendant difficulties inherent in the nature of the larger society such as the rise of neo-conservatism and the attendant emphasis on market forces on the university have prevented the comprehensive universities from becoming the means of transforming the German system as a whole. (Includes approximately 300 references.) (JB)

ED 333 826 HE 024 681

Bulger, Ruth Ellen, Ed.; Reiser, Stanley Joel, Ed.
Integrity in Health Care Institutions. Humane Environments for Teaching, Inquiry, and Healing.
PUB DATE - 90
NOTE - 180p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Community Influence; Community Involvement; *Ethics; Higher Education; Hospitals; Institutions; *Integrity; Learning; *Medical Education; Medicine; *Moral Values; Personality; Schools;

implementation in 1992. Future trends may bring changes in: government financing of education; the student grant and loan system; higher education decision structures, research funding mechanisms; and an internationalization of education in the wake of current European political changes. Never the less, the change of cabinet showed more continuity that discontinuity in higher education policy. (JB)

ED 333 845 HE 024 705

Mc-Daniel, Olaf C.
The Validity of the Argument for the Necessity of Institutional Autonomy in Higher Education.
Netherlands Ministry of Education and Sciences, The Hague.
PUB DATE - 16 Aug 90
NOTE - 18p.; Paper presented at the Blindernkonferansen (Oslo, Norway, August 16, 1990). For related documents, see HE 024 704-709.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Academic Freedom; Competition; Consumer Economics; Delphi Technique; Educational Quality; Financial Support; Foreign Countries; Governance; *Government Role; *Government School Relationship; *Higher Education; *Institutional Autonomy; Political Influences

One of a series of studies related to the Delphi research project: "Policy Instruments for Higher Education in the Western Europe of the Future", this paper reports that, despite the many complaints about government influences on higher education, both U.S. and European studies show that it has only a limited effect on higher education in practice. In the debate the importance of government influence as a factor is overestimated. The five forces which shape higher education are competition (for students, faculty, funds, reputation), multiplicity of funds (no predominant dependency on a single funding institution), serving different constituencies, consumer power, and public view on quality. These forces are in practice more decisive for the functioning of the system than the presence of government influence. If these forces are combined with limited government influence, they can enhance a semi-market orientation on the part of the institutions. Government influence can provide an effective partnership to optimize the use of the five basic forces by enhancing self-regulatory and market-oriented institutional behavior. This paper is divided into two parts, the first contains thoughts on governance presented briefly. These are explained further in the notes which provide source information and data. The second part explicates the thesis summarized above.(JB)

ED 333 846 HE 024 706

Mc-Daniel, Olaf C.
On the Threshold of a New Area in Higher Education Policy in the Netherlands: the First Steps Towards a Consumer-Oriented Public Higher Education System.
Netherlands Ministry of Education and Sciences, The Hague.
PUB DATE - 16 Aug 90
NOTE - 14p.; Paper presented at the Blindernkonferansen (Oslo, Norway, Aug 16, 1990). For related documents, see HE 024 704-709.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Computer Assisted Instruction; *Computer System Design; Concept Formation; Cultural Education; Curriculum Enrichment; Databases; Higher Education; *Hypermedia; *Instructional Effectiveness; Microcomputers; *Multimedia Instruction; Program Evaluation; Secondary Education; United States History; United States Literature; Videodisks

As a collaborative effort between Brown University (Rhode Island) and three secondary schools, an instructional hypermedia research project called ACCESS (American Culture in Context: Enrichment for Secondary Schools) has created a corpus for use at the high school level which contains a substantial amount of textual, pictorial, audio, and video materials. These materials are intended to supplement traditional courses in American history, literature, and American Studies. The goals have been to provide students with information and materials that will help integrate the three disciplines and give students a broader perspective on American culture and a structure that will encourage their active participation in the learning process. Students interact with the system through a mouse-driven interface and are able to take notes electronically as they use the system. Two studies have been conducted to identify educational and cognitive outcomes resulting from the use of hypermedia instructional environments, the basic cognitive mechanisms underlying the acquisition of expertise in non-rule-based but richly linked domains such as history and literature, and the basic principles that should underlie the construction of such a system. An underlying cognitive construct has been postulated, i.e., the conceptual neighborhood, which consists of a cluster of related facts and/or instances and the relationships between them. Systematic documentation of the relationship between students' interactions with a large hypermedia corpus and their conceptual representations derived from it has begun to show that hypermedia is an effective tool for conveying complex interrelationships between ideas for the vast majority of students. (10 references) (BBM)

ED 333 865 IR 015 065

Wishnietsky, Dan H.
Using Electronic Mail in an Educational Setting. Fastback 316.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PUB DATE - 91
NOTE - 39p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Computer Networks; *Computer Uses in Education; Cost Effectiveness; Databases; *Electronic Mail; Elementary Secondary Education; Ethics; Extracurricular Activities; Facsimile Transmission; Futures (of Society); Higher Education; International Cooperation; Microcomputers; Teleconferencing

Part of the always-changing field of microcomputers is the growing use of electronic mail/message systems (EMMS), a general term for describing the transmission of messages using computers and telecommunications facilities. As a result of these advances, it is possible for administrators, teachers, staff, and students to have immediate access to personal messages, educational resources, information services, and each other--even when they are separated by great distances. Some varieties of EMMS include message fiscal statement are also included. (BBM)

ED 333 883 IR 053 627

Ensor, Pat
The "Special" Academic Library: Enhanced Information Services for University Committees and Administrators.
PUB DATE - 90
NOTE - 13p.; Poster Session presented at Online/CD-ROM (Washington, DC, November 6-7, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Academic Libraries; *Administrators; *College Faculty; Costs; Formative Evaluation; Higher Education; *Information Services; Library Personnel; *Library Planning; Microcomputers; Online Searching; Pilot Projects; Questionnaires

This report provides information on the planning for and pilot testing of a new service called Enhanced Information Services for Administrators and Committees that was developed in 1990 by Electronic Information Services, a unit within the Reference Department of Indiana State University Libraries. The report begins with an early planning memo that provides a rationale for the service and lists eight proposed improvements to current services together with an indication of their current status if implementation had already begun (done, partly done). A personnel and cost matrix is then presented which assumes that a personal computer with a fixed disk and a near-letter-quality printer would be added to the equipment in the database room. Ten services are listed, ranging from telephone requests for services to document retrieval and delivery service. The library personnel involved--professional, support staff, and/or student assistants--are indicated for each service together with its approximate cost and possible source of funding. The current status is indicated for those already being implemented. Excerpts from the final plan include statements on the services offered, personnel involved, number of assignments, costs, identification of clients, method of approach, and evaluation methods. Copies of a memo to library faculty and a memo to selected faculty and administrators announcing a pilot test of the new service are provided together with a list of the recipients of the first round of memos. A chart depicting the Enhanced Information Services process, a tally of the results of an evaluation of the pilot test, and a copy of the questionnaire for users participating in the test are also provided. (BBM)

ED 333 884 IR 053 628

The Role of Research and Information Systems in Decision-Making for the Development of Human Resources for Health. Report of a WHO Study Group (Geneva, Switzerland, November 13-17, 1989). Technical Report Series No. 802.
World Health Organization, Geneva (Switzerland).
PUB DATE - 90
NOTE - 60p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Allied Health Personnel; *Decision Making; Foreign Countries; Information Needs; *Information Systems; International

#6.
CAUSE, Boulder, Colo.
SPONS. AGENCY - Apple Computer, Inc., Cupertino, CA.
PUB DATE - 91
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Access to Information; Administrators; College Faculty; College Students; *Computer System Design; Design Requirements; Higher Education; Information Management; *Information Systems; *Systems Development; *Technological Advancement
IDENTIFIERS - Boston College MA

Focusing on the need for information systems that provide faculty, staff, and students with open access to all necessary information resources, this paper begins by discussing the issues involved in developing such systems. A review of the traditional environment looks at the traditional centralized resources versus the current trend toward decentralization, the budget processes involved, the demand for immediate results by upper levels of management, and the need for more user involvement in system design. The complementary roles of the strategic planner and the conceptualist in systems development are described, and it is argued that the architecture of an information system which promotes and supports the concept of open access to information is made up of several central criteria: intelligent and intuitive systems, organizational flexibility that supports the ability to capitalize on change, the special challenge of security and access control, and responsible data administration. Each of these criteria is discussed in depth. A realization of this "vision," the User Information System (UIS) at Boston College (Massachusetts), is described in detail, including its "single system image," functional and customized menus, consistency, access control, central directory, intelligent routing, messaging, status tracking, and voice/data integration. It is concluded that the question is not which parts of information technology get distributed and which do not but, rather, how users can be provided with open and easy access to information, and that this "vision" is central to the whole process. A profile of Apple Computer, Inc., the corporate sponsor of this report, and an annotated listing of reports in this series are included. (19 references) (BBM)

ED 333 902   IR 053 668

Bayne, Pauline S; Rader, Joe C.
Computer-Based Training for Library Staff: A Demonstration Project Using HyperCard. Final Performance Report.
Tennessee Univ., Knoxville. Univ. Libraries.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - 30 Mar 91
NOTE - 80p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Authoring Aids (Programing); College Libraries; *Computer Assisted Instruction; Demonstration Programs; Higher Education; Hypermedia; *Instructional Development; *Library Personnel; Microcomputers; Multimedia Instruction; *On the Job Training; Program Evaluation; Questionnaires
IDENTIFIERS - *HyperCard

1988-89, the number of full-time black student transfers decreased by 21%; (3) 24% of the students who transferred in 1988-89 were enrolled in career programs at the two-year institution; (4) policies limiting the numbers of students at one four-year institution led to increases in student transfers to other institutions in the state; and (5) between 7% and 8% of entering community college cohorts transferred to four-year schools after earning a community college degree. Data tables, sample matrices, and a detailed discussion of the application and uses of the research methodology are included. (PAA)

ED 333 919 JC 910 310

Troiano, Edna M.; Draus, Julia
Integrating Academic Information into Developmental Writing Courses.
PUB DATE - Mar 90
NOTE - 31p.; Paper presented at the Meeting of the National Association for Developmental Education (Boston, MA, March 7-9, 1991). The writing exercises contained in this paper appear in the authors' book "Write to Know" (New York: Holt, Rinehart, Winston, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Education; *Basic Writing; Community Colleges; *Interdisciplinary Approach; Remedial Instruction; *Thematic Approach; Two Year Colleges; Two Year College Students; *Writing Assignments; Writing Exercises; *Writing Instruction; Writing Skills

In 1983, Charles County Community College (CCCC) initiated a project to infuse academic information from the sciences, humanities, and social sciences into developmental courses. The reorganization assignments related to 27 topics that promoted academic examination and cultural literacy while at the same time drawing from students' own experiences. The goals of the writing assignments were to validate students' own experiences and opinions and instill confidence that their thoughts were worth recording; to move students from spoken to written language gradually; to encourage collaborative learning; to make students more aware of and comfortable with the shared values of the college community; and to introduce concepts one at a time, producing cumulative and recursive results. After describing CCCC's approach to developmental writing, this paper provides the following nine sample writing assignments: (1) Subject-Verb Agreement; (2) Proofreading; (3) Writing About a Hero; (4) Gathering Information About Heroes, a research assignment in which students interview 20 people; (5) Researching Heroes, a more traditional research assignment involving the use of reference books; (6) Audience Analysis, in which students examine advertisements and reviews of a movie to determine the characteristics of the intended audience; (7) Writing Good Topic Sentences; (8) Paragraph Patterns, in which students determine the organizational pattern of a given paragraph and then produce a related paragraph; and (9) Rhetorical Modes: Cause and Effect, in which students interview war veterans and write about the physical and/or emotional effects of war on the veterans. For each assignment, instructions for the instructor and examples of students' completed work are provided. (PAA)

ED 333 920 JC 910 311

Mapp, Albert C.; Yoder, Edgar P.
Stress, Job Satisfaction and the Community College Faculty.

Platt, Gail Malone
Making a Difference: The 1990-91 Learning Center Annual Report.
South Plains Coll., Levelland, Tex.
PUB DATE - Jul 91
NOTE - 49p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Annual Reports; *Basic Skills; Community Colleges; Computer Assisted Instruction; High Risk Students; Individual Instruction; *Learning Resources Centers; Peer Teaching; Program Descriptions; Program Evaluation; *Remedial Programs; *Skill Centers; Student Evaluation; *Student Placement; Study Skills; *Testing Programs; Tutoring; Two Year Colleges
IDENTIFIERS - South Plains College TX; *Texas Academic Skills Program

An overview of the activities and services of South Plains College's Learning Center (LC) is provided in this annual report for 1990-91. Introductory material outlines the scope of the report and offers detailed descriptions of the three major changes to the Learning Center: (1) the implementation of the Texas Academic Skills Program (TASP), a state-mandated effort to assess and remediate basic skills deficiencies in reading, writing, and math; (2) the reorganization of the LC which gave primary responsibility for remedial English and Math courses to the English and Math departments; and (3) the assignment of LC staff and faculty to the Dean of Students office rather than the Vice-President of Academic Affairs office. The next section reviews TASP remediation outcomes, concluding that students appear to benefit from early and appropriate placement in remedial settings, but that those who require extensive remediation may be unable to make sufficient progress to enter college-level programs. The next section provides a statistical analysis of the population served by the LC, exploring student demographics, their TASP status and scores, and participation in TASP remediation. Following a section on faculty/staff activities and accomplishments, other activities related to linkages with and services to students and outside organizations are enumerated. Next, a qualitative evaluation, offering verbatim comments from faculty and students, is provided. After listing goals for 1991-92, the report concludes with a discussion of the effectiveness of the implemented changes, an examination of course-based remediation, and an exploration of future plans, focusing on such areas as academic support services, remediation, and funding. A short bibliography and statistical overview are attached. (MPH)

ED 333 938 JC 910 330

Rice, R. Eugene
Rethinking What It Means To Be a Scholar.
PUB DATE - 91
NOTE - 33p.; Adapted from "The New American Scholar," a forthcoming Carnegie Report by Ernest Boyer and R. Eugene Rice.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *College Faculty; Community Colleges; *Educational Change; Higher Education; Research and Development; *Research Utilization; Role of Education; *Scholarship; *Teacher Effectiveness; *Teacher Role; Theory Practice Relationship; Two Year Colleges; Universities

Academia is one of the professions in which socially constructed fictions have tremendous power. Years of graduate study and the

ED 333 955 JC 910 354

Educational Plant Survey: Seminole Community College, June 20-23, 1989.
Florida State Dept. of Education, Tallahassee. Office of Educational Facilities.
PUB DATE - 23 Jun 89
NOTE - 67p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Budgets; *Capital Outlay (for Fixed Assets); College Planning; Community Colleges; *Educational Facilities; *Educational Facilities Planning; Educational Finance; Enrollment; Expenditure per Student; Facility Improvement; *Facility Inventory; Long Range Planning; Needs Assessment; School Expansion; School Space; Two Year Colleges
IDENTIFIERS - *Seminole Community College FL

At least every five years, each Florida community college district conducts an educational plant survey to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services for the college for the forthcoming five-year period. This plant survey report for Seminole Community College presents recommendations for the period from June 1989 through June 1994. Section I describes the state legislative foundations of the survey, survey procedures, and cooperative aspects of the survey process. In section II, the history, philosophy, and objectives of the college are reviewed. Section III provides an analysis of the student population, with computations, first, of the projections for college-wide capital outlay for full-time equivalent student enrollment by site, and second, of the distribution of the 1993-94 projection by site. Section IV presents a main-campus program facility list. A detailed inventory of existing sites and facilities is provided in section V. Section VI describes the plan for housing programs, students, and services and the projections of future space needed. Section VII presents an analysis of capital outlay finances, reviewing bond issues, debts, and expenditures by fund source and project type. Finally, section VIII presents 62 specific recommendations for site development, site improvement, remodeling, renovation, and new construction, including the estimated costs for each. This section also lists six standard collegewide recommendations which include providing sanitation facilities for students, replacing defective roofs, and purchasing additional furnishings. Detailed data tables are included. (PAA)

ED 333 956 JC 910 355

Geshuri, Yosef; Glahn, Ronald
Exercise Adherence and Locus of Control.
Porterville Coll., CA.
PUB DATE - 91
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Attendance; *Attendance Patterns; Community Colleges; Comparative Analysis; *Exercise; *Locus of Control; Self Concept; Self Control; *Self Motivation; Two Year Colleges

In 1990, a study was conducted to investigate the relationship between students' locus of control and the extent to which they participated in a voluntary exercise program. First-time

gambles in a computer game. Two expectations were that: (1) young children would make patterns of choices that reflected editing out of the probability information for the purpose of simplifying the task; and (2) children could use the probability information in determining the relative importance of gains and losses in evaluating risk alternatives. Results showed that older children and boys were more likely than others to use a multiplicative strategy in choosing among gambles. Older children and girls favored choices that would reduce their exposure to large losses, while younger children and boys preferred choices that afforded opportunities for large gains. (Author/SH)

ED 333 975 PS 019 608

McLeod, Peter J.
Sequential Dependencies in Mother-Infant Interactions.
PUB DATE - Apr 91
NOTE - 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Affiliation Need; Attachment Behavior; Foreign Countries; *Infant Behavior; *Infants; *Mothers; *Parent Child Relationship; Preschool Education; *Social Behavior
IDENTIFIERS - *Sequential Dependencies

This study examined sequential dependencies in behavior of 10 mother-infant dyads recorded when the infants were at 7 and 20 weeks of age in an effort to determine the extent to which individuals behave responsively to their partners during interactions. Ten maternal actions and 10 infant actions were selected in face-to-face interactions. Actions were selected on the basis of their relatively high frequency of occurrence and their assumed role in social interactions. Results showed that mothers were consistent in their selective responsiveness to infant acts, while infants showed little selectivity in their behavioral responses to maternal acts except at 20 weeks. (Author/SH)

ED 333 976 PS 019 616

Klentschy, Michael P.; Hoge, Suzi
Kindergarten Program for Four-Year-Olds: An Early Intervention Strategy.
PUB DATE - 91
NOTE - 13p.; Paper presented at the Annual Meeting of the California Association for Bilingual Education (Anaheim, CA, January 30-February 3, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Computer Literacy; *Early Intervention; *Economically Disadvantaged; *High Risk Students; Learning Centers (Classroom); Parent Participation; Preschool Curriculum; *Preschool Education; *Private Financial Support; Program Descriptions; *Public Schools; School Districts; Teacher Salaries
IDENTIFIERS - Developmentally Appropriate Programs; Pasadena Unified School District CA; *Program Characteristics

The Pasadena Unified School District, in northwest Los Angeles County, recognized that an early intervention program for economically disadvantaged children should be part of its

Child Development Program Advisory Committee Materials.
California State Dept. of Education, Sacramento. Child Development Programs Advisory Committee.
PUB DATE - 91
NOTE - 38p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Collected Works - General (020), Reference Materials - Directories/Catalogs (132), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Child Caregivers; *Child Development; Children; *Employer Supported Day Care; Infants; Information Dissemination; *Philanthropic Foundations; State Legislation; *Tax Credits
IDENTIFIERS - *California; Child Care Needs; *Child Development Programs Advisory Committee CA; State Legislatures; State Regulation

This collection of materials includes seven items distributed by the State of California's Child Development Programs Advisory Committee. The first item, a report on infant care regulations describes hearings on infant care regulations held by the committee in January and February of 1990. Testimony covers the topics of staffing, capacity/ratio, training, licensing, and interpretations of regulations. A report called ``A Look at Child Care Staff'' concerns the problems of low wages and lack of benefits for child care staff. Included also are lists of 26 foundations in California that focus on young children, 26 foundations that focus on child care, and 14 foundations that ``believe in a positive childhood.'' A fact sheet headed ``A Day in the Life of California's Children'' provides a series of statistics relevant to children and child care. A report prepared by the Committee for the State Legislature on the impact of a program of employer child care tax credits on employer-supported child care discusses the benefits of employer-supported child care, explains sections of the Revenue and Taxation Code, and provides information on corporate response to the programs. This report recommends extending the date for entrance into the program and funding an information outreach program. A list of committee members concludes the document. (BC)

ED 333 996   PS 019 650

Reboy, Lisa M.; Semb, George B.
Contextualized Instruction: Teaching Relevant Behaviors in Relevant Contexts.
PUB DATE - Apr 91
NOTE - 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; *Context Effect; *Generalization; Guidelines; *Teaching Methods; *Transfer of Training
IDENTIFIERS - Anchored Instruction; *Contextualized Instruction; Functional Context Education

In contextualized instruction, the critical features of a context are considered important for the acquisition and transfer of a skill. Examples of contextualized instruction programs are Functional Context Education (FCE) and Anchored Instruction (AI). FCE involves the teaching of reading and mathematics skills in contexts that are relevant to the learner. AI is called ``anchored during the 1980s in the ability to save the lives of premature and sick newborns. Research directed at reducing infant mortality has intensified in recent years. This research has led to advances in medicine and patient care, and has yielded powerful new technological tools with which to combat the problem. Application of these advances and use of the new tools will ensure that much progress will be made in the coming decade. (RH)

ED 334 017   PS 019 737

Understanding Gestational Diabetes: A Practical Guide to a Healthy Pregnancy.
National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE - Oct 89
NOTE - 51p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Adults; *Diabetes; Dietetics; Food; Physical Health; *Pregnancy; Prenatal Influences; *Special Health Problems
IDENTIFIERS - *Gestational Diabetes

This brochure addresses the problem of gestational diabetes and answers the most frequently asked questions about the disease. It begins by defining gestational diabetes and discussing its cause, then addresses such topics as: (1) how gestational diabetes differs from other types of diabetes; (2) who is at risk for developing gestational diabetes and how it is detected; (3) how gestational diabetes affects pregnancy and whether it will hurt the baby; (4) what can be done to reduce problems associated with gestational diabetes; and (5) how to monitor blood glucose levels. Other topics concerning the disease involve health of the baby, labor and delivery, weight gain during pregnancy, breast-feeding, insulin, diet, and exercise. Figures in the brochure show how the pancreas produces insulin, how high maternal glucose affects the fetus, the distribution of weight gain during pregnancy, and the six food groups. Seven tables show values for a three-hour glucose tolerance test for gestational diabetes, a prenatal weight gain grid, prepregnancy weight limits, protein equivalents, a daily food guide, caffeine comparisons, and calorie comparisons. Also included are a sample menu for 2,000 calories, a glossary of terms, and forms for self-monitoring of blood glucose and food and exercise. (SH)

ED 334 018   PS 019 738

Caring for Our Future: The Content of Prenatal Care. A Report of the Public Health Service Expert Panel on the Content of Prenatal Care.
National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE - 89
NOTE - 138p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - At Risk Persons; *Health Promotion; Infants; Intervention; Medical Evaluation; *Medical Services; *Mothers; Nutrition; *Pregnancy; *Prenatal Influences; Prevention; Research Needs
IDENTIFIERS - Fetal Development; Health Behavior; *Prenatal Care; Psychosocial Factors; *Risk Assessment

ED 334 037 RC 018 229

McCormick, Robert; And Others
Private and Public Choices in Public Education: An Investigation Of Trustee Effects. Working Paper Series No. WP050191.
SPONS. AGENCY - Clemson Univ., SC. Strom Thurmond Inst. of Government and Public Affairs.
PUB DATE - May 91
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Educational Change; *Educational Quality; Elementary Secondary Education; *Expenditure per Student; Parent Attitudes; Private Education; *Public Education; *School Choice; School District Size; Statistical Analysis; *Trustees
IDENTIFIERS - South Carolina

This study explores the effects of different methods of selecting school district trustees and the effects of expenditures per pupil on the perceived quality of education. It also examines the success of South Carolina's Education Improvement Act of 1984 (EIA). The dependent variable was the ratio of private school to public school enrollment in South Carolina. This was based on the idea that parents' perception of the success of public schools would affect private school enrollment. Data were gathered on relevant independent variables (e.g., per capita income, number of districts in county, population density) for the period 1956-1987 across the 46 counties in South Carolina based on various editions of the South Carolina Statistical Abstract and the Annual Report of the Department of Education of the State of South Carolina. Findings were: (1) there is no statistically significant relationship between public school expenditures per pupil and the private school/public school enrollment ratio; (2) changes in rules, organizational structure, and incentives mandated by EIA did reduce the relative number of children attending private school; (3) counties with multiple school districts have better public schools relative to the private peers; and (4) when public school trustees are appointed rather than elected, parents tend to send their children to private schools. In addition, population density had the predicted negative effect on the ratio of private to public school enrollment. (KS)

ED 334 038 RC 018 234

O'Sullivan, Rita G.; Baber, Ceola R.
Evaluation of School Incentive Teams and Multicultural Training To Increase Success for High-Risk Students in a Rural City School District.
PUB DATE - Apr 91
NOTE - 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Attendance; College School Cooperation; *Dropout Prevention; *Educational Environment; Elementary Secondary Education; Higher Education; *High Risk Students; *Incentives; *Multicultural Education; Rural Areas; Teacher Attitudes

This paper presents the results of a study of a low-cost dropout prevention program in a rural, small city school district (approximately 3,500 students) that used school incentive teams and multicultural training to increase success for students at risk of dropping out of school. Selected teachers in the eight schools in the district were organized into school incentive

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Grade Repetition; *High Risk Students; *Kindergarten; Kindergarten Children; Migrant Children; *Minority Group Children; Potential Dropouts; Primary Education; Reading Readiness; School Entrance Age; *School Readiness; School Readiness Tests; Student Development; Student Promotion; Teacher Expectations of Students; *Transitional Programs; Young Children

This information packet contains nine articles that outline current trends in kindergarten retention/exclusion and their negative impact on student outcomes, particularly for high risk students. The 1980s saw increasing numbers of children required to repeat kindergarten, attend a transitional grade before first grade, or wait an extra year before starting school. Disproportionate numbers of these children have not attended preschool or are male, young compared to classmates, or members of minority groups. Advocates believe that kindergarten retention prevents school failure caused by immaturity and, thus, is different from retention in later grades. However, research findings reveal that kindergarten retention has the same negative effects as later retention: low self-esteem, poor attitudes toward school, and increased risk of becoming a high school dropout. In addition, controlled studies that followed retained children as far as the fifth grade found that they performed no better academically than "unready" children whose parents had insisted on promotion. The increasing academic demands of kindergarten and first grade are inconsistent with the normal development of 5- and 6-year-olds. Ironically, retention and exclusion, intended to protect children from inappropriate expectations, actually contribute to the escalation of demands, thereby placing more children at risk. As the average age and experience of kindergarten students rise, teachers find it difficult to teach to the normal 5-year-olds in the class. Administrators respond by advancing the cutoff date for school entrance. A more developmentally appropriate curriculum is needed in the early grades. (SV)

ED 334 057 RC 018 270

Developmentally and Culturally Appropriate Practices. Burning Issues Series .
National Preschool Coordination Project, San Diego, CA.; San Diego County Office of Education, CA.
SPONS. AGENCY - California State Dept. of Education, Sacramento. Office of Migrant Education.
PUB DATE - 91
NOTE - 21p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)
DESCRIPTORS - Annotated Bibliographies; Bilingual Education; Developmental Stages; *Learning Activities; Migrant Children; *Migrant Education; Parent Education; *Parents as Teachers; Parent Student Relationship; *Preschool Education; *Spanish Speaking; *Student Development; Young Children
IDENTIFIERS - *Culturally Responsive Education

This information packet contains five documents concerned with preschool education of migrant children. Three articles recommend that early childhood programs (1) have a developmentally appropriate curriculum that emphasizes life experiences, experiential learning, and large motor coordination; (2) reinforce natural learning that occurs in the home; (3) incorporate elements

ED 334 075   SE 052 162

Underhill, Bob, Ed.
Implementing the Mathematics Standards. Monograph No. 1. Fall 1989. Standards 1, 2, 3, 4, 5.
Virginia Council of Teachers of Mathematics, Blacksburg.
PUB DATE - 89
NOTE - 49p.; For related documents, see SE 052 163-164.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Calculators; *Curriculum Development; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Instructional Materials; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Problem Solving
IDENTIFIERS - *National Standards; *NCTM Curriculum and Evaluation Standards; Virginia

This monograph is the first in a series of three dealing with the curriculum and evaluation standards for grades K-4 as promulgated by the National Council of Teachers of Mathematics (NCTM). The publication of the standards marks a new guidepost in the evolution of mathematics education and signals the impact of the information society upon all citizens through the recognition of the importance of the mathematical skills involving problem solving, estimation, reasonableness of computed results, and use of technology, among others. Included in this first volume are: (1) introductory information concerning the mathematics essential to 21st century citizens as well as the summary changes in the K-4 curriculum; (2) essays, sample problems, and activities dealing with Standard #1, problem solving; (3) activities and real-world applications revolving around Standard #2, mathematical communication; (4) sample problems and activities concerning Standard #3, mathematical reasoning; (5) reflections and activities involving Standard #4, mathematical connections; (6) essays, examples, and activities affecting Standard #5, mathematical estimation; and (7) appendices that contain the NCTM position statements pertaining to both calculator usage and mathematics leadership within the elementary school venue and suggestions for curriculum development and staff implementation. (JJK)

ED 334 076   SE 052 163

Underhill, Bob, Ed.
Implementing the Mathematics Standards. Monograph No. 2. Winter 1989-90. Standards 6 through 9.
Virginia Council of Teachers of Mathematics, Blacksburg.
PUB DATE - 90
NOTE - 53p.; For related documents, see SE 052 162-164.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Calculators; *Curriculum Development; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Instructional Materials; Mathematical Concepts; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Skills; Problem Solving

PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Art Activities; *Art Education; Child Development; Curriculum Development; Elementary Education; Elementary School Curriculum; Foreign Countries; Learning Strategies; Student Educational Objectives; Teaching Methods; *Visual Arts

Intended as support material for teachers in Tasmania, Australia, to develop their ideas and practices in teaching visual arts to elementary school students, this volume provides a framework for a working, personal curriculum document that can be expanded. The first section of the book deals with learning through the visual arts. It describes the visual arts' contribution to the development of children's thinking and understanding. The second section, stages of development, identifies five stages in children's progress in visual arts, stages that extend from preschool to upper elementary years. The characteristics of each stage are identified briefly and their implications for planning and teaching are discussed. The third section, teaching the visual arts, describes the cyclic process of planning, action, observation, and reflection. It also explains the important aspects of planning, such as using stimuli or starting points to interest and motivate children. A series of questions designed to help teachers evaluate both their own teaching practice and the children's work is included. A glossary of commonly used terms and a short list of suggested readings appear at the end of the book. Starting points for teaching drawing, painting, printmaking, collage, construction, modelling, fiber and fabric, display and children's illustrations also are suggested. These include practical details of materials, tools, and some aspects of teaching practice. (DB)

ED 334 097 SO 021 194

Asia Wise, Issues One-Ten, 1990 and Asia Wise, Teachers' Section, Issues One-Ten 1990.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 90
NOTE - 174p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Collected Works - Serials (022), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Area Studies; *Asian Studies; Elementary Secondary Education; Foreign Countries; Foreign Culture; Futures (of Society); Global Approach; *International Relations; *International Studies; International Trade; Multicultural Education; Social Studies
IDENTIFIERS - *Asia; *Australia

Student volumes and teacher guides for 10 issues of an Australian magazine devoted to the study of Asia comprise this document. The subjects of the ten issues are: (1) Trading for Our Future; (2) Korea: Two Nations--One People; (3) Women in Asia--A Confusing Picture; (4) Australia--Indonesia: A Developing Relationship; (5) The Land on the Roof of the World; (6) Japan Facing the Future; (7) Into India; (8) A China Beyond Politics; (9) The Malaysian Experience; and (10) Looking to the Future. The student sections present a variety of informative articles about each of the 10 subjects. The teacher guides provide background information, how to integrate the topics into the curriculum, maps, and additional resource materials. (DB) lifestyles of the Virginia and New Jersey Powhatans are described. Contemporary Powhatan social concerns are outlined including the advantages and disadvantages of the civil-rights movement in the 1960s. Contemporary Powhatan art is described, and it is emphasized that both traditional and contemporary thinking does not separate art and life, and that Powhatan women were and still are part of this great women-centered art. In addition, the effects of the Colonial Era on traditional Powhatan art are explored. Contemporary Powhatans have preserved the traditional arts of clay pots and pipes, basketry, some beadworking, and turkey-feather knitting/weaving. The techniques, design elements, and significance of their featherwork, basketry, and pottery are described. In the conclusion, it is demonstrated that although politically and socially the Indians were oppressed, through a resurgence of ethnic pride, contemporary Powhatans are asserting their heritage through spiritual ceremonies, public festivals, and the arts. (KM)

ED 334 124   SO 021 405

Dufrene, Phoebe
Exploring Native American Symbolism.
PUB DATE - 90
NOTE - 18p.; Workshop presented at the Convention of the National Art Education Association (30th, Kansas City, MO, April 5-9, 1990). For related documents, see SO 021 404-406.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - Proceedings (021)
DESCRIPTORS - *American Indian Culture; American Indian History; *Art Activities; Art Appreciation; *Art Education; Art Expression; Art History; *Cultural Awareness; Educational Philosophy; Elementary Secondary Education; Ethnic Groups; Higher Education; *Multicultural Education; *Symbolism; Workshops
IDENTIFIERS - Native Americans

This paper described the events and results of a workshop on Native American symbolism presented to educators and held in Kansas City, Missouri. The presenter maintained that some of the most crucial problems facing U.S. educators and students are caused by racial misunderstandings, and that the universality of artistic expression can be a vehicle for cross-cultural and multi-cultural dialogue. It was stressed that the exploration of Native-American imagery should be part of any art curriculum. However, it was argued, when Native-American art is studied, the past is usually emphasized. Romantic misconceptions of Indians as non-technical, stone-age artisans dominate the literature, thereby reinforcing the tendency to dismiss the evolving, contemporary Native-American culture. The workshop offered participants the opportunity to express their feelings via Native-American symbolism. Participants first viewed an intertribal powwow videotape; the powwow was presented as an aesthetic experience as a time for learning and carrying on a rich cultural heritage. The symbolic significance of the appearance of the participant flag bearers, singers, drummers, and dancers as they entered the powwow arena, was explained. The videotape was followed by a slide show that featured works emphasizing the present and future direction of Native-American art. These included Northwest Coast masks carved in the 1980s, contemporary crafts, and paintings by Fritz Scholder. Participants then created their own symbolic images, during which time, sage, an Indian herb/incense, permeated the air. Some of the works created are described in the report. This method of introducing Native-American culture, it was concluded, is respectful of tradition. (KM)

PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Access to Education; *Civil Rights; *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Parent Rights; Preschool Education; Public Education; Special Education; State Legislation; *Student Rights
IDENTIFIERS - Education for All Handicapped Children Act; Education of the Handicapped Act Amendments 1986; Individuals with Disabilities Education Act

This newsletter issue focuses on the educational and civil rights of children and youth with disabilities, through the age of 21. The primary focus is on the Education for All Handicapped Children Act (Public Law 94-142), its subsequent amendments (Public Law 98-199 and Public Law 99-457). In October, 1990, this law was amended by the Individuals with Disabilities Education Act (Public Law 101-476). Additional federal laws, including Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112) and the Carl D. Perkins Vocational Education Act (Public Law 98-524), are described to explain the full range of potential services and rights available. The paper emphasizes that most laws providing for public education are generally state and local laws rather than federal laws. An annotated list of 17 key federal statutes affecting the education and civil rights of children and youth with disabilities is presented. A 19-item bibliography and a list of 18 clearinghouses, information centers, and government agencies are provided. Also supplied are descriptions of programs for Protection and Advocacy for Persons with Developmental Disabilities and Persons with Mental Illness and a map showing locations of federally funded Parent Training and Information projects of the Technical Assistance for Parent Programs Network. (Includes 23 references.) (JDD)

ED 333 641 EC 300 394

Rhein, Barbara; And Others
Working with Parents of Students with Traumatic Brain Injuries.
PUB DATE - Apr 91
NOTE - 7p.; Paper presented at the Annual Conference of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Administration; Elementary Secondary Education; *Head Injuries; *Neurological Impairments; Parent School Relationship; *Program Development; Staff Development
IDENTIFIERS - Pediatric Traumatic Brain Injury

Intended for educators working with children who have suffered traumatic brain injuries (TBI), this brief paper addresses parent issues, administrative issues, and programmatic issues. Noted are the five stages of adjustment typically experienced by parents: shock, elation, reality, crisis, and mourning. Professionals are encouraged to be informed on the family's pretrauma psycho-social history, to connect parents with family support groups, and to encourage family therapy. Among recommendations for school administrators are providing inservice training on TBI, documenting contacts with family members, and establishing a case coordinator system. Programmatic issues mentioned include inservice training for staff and assistance with program planning by someone knowledgeable in both TBI and school programming. Other recommendations include using an integrated team approach, developing flexible programming, and being realistic with parents regarding the student's progress. (DB)

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Behavior Disorders; *Behavior Problems; Compliance (Legal); Definitions; Educational Policy; Elementary Secondary Education; Eligibility; Emotional Disturbances; Intervention; Program Development; Special Education; State Standards; *Student Evaluation; Teaching Methods
IDENTIFIERS - Education for All Handicapped Children Act; Iowa; Nevada

This booklet reviews the literature and examines issues associated with providing services to students who exhibit externalizing or acting-out behaviors in the schools. Considered are the following issues: eligibility (whether socially maladjusted or conduct-disordered students are eligible for special education); legal intent (intent of the definition in Public Law 94-142); assessment (how assessment data are used); programming (the possible lack of value in special education for students with some behavior disorders); exclusion (initiatives to exclude from special education students with disabilities who have conduct disorders); Iowa state policy (which differentiates between students with conduct disorders and those with other emotional and behavioral disorders); and Nevada state policy (which differentiates between students with "serious emotional handicap" who are eligible for services and students with "conduct disorder or social maladjustment" who are excluded from special education services). General guidelines for working with aggressive students with emotional and behavioral disorders are given and include providing clear structure of expectations for student behavior with rewards for compliance and some degree of punishing consequence for noncompliance. Includes 64 references. (DB)

ED 333 662 EC 300 418

Mertens, Donna M.
Guidelines for Science Programs for Hearing Impaired Adolescents.
PUB DATE - Jul 90
NOTE - 29p.; Paper presented at the International Congress on Education of the Deaf (Rochester, NY, July 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Administration; *Deafness; Educational Facilities; Emotional Development; *Enrichment Activities; *Gifted; *Hearing Impairments; Marine Biology; *Marine Education; Program Effectiveness; Program Evaluation; Program Implementation; Residential Programs; *Science Instruction; Secondary Education; Student Attitudes; Student Recruitment; Summer Programs; Teaching Methods
IDENTIFIERS - *Marine Science Young Scholars Program VA

This evaluation study examined the implementation of the Marine Science Young Scholars Program, which provided 32 gifted deaf and hearing-impaired adolescents with a 4-week summer enrichment program in 1988 and 1989. The instructional program: used a cognitively based curriculum; included labs, lectures, and field experiences; promoted one-to-one interaction; required active learning; and included the topics of the scientific method, the ethics of science, and career awareness. Students and staff were interviewed, pre- and post-attitude questionnaires were completed, and participant observation was conducted. Results are reported for recruitment and selection, instructional methods, affective objectives, project management and staffing, and adequacy of facilities. Generally, the students' affective response to the program was positive, with the academic and nonacademic programs both considered to be very strong. Student and staff

Morford, Ronald A.
The Print and Computer Enlargement System--PACE. Final Report.
Automated Functions, Inc., Olney, MD.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - 21 Sep 89
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Communication Aids (for Disabled); Computer Software; *Computer System Design; Design Requirements; Large Type Materials; *Low Vision Aids; Magnification Methods; *Microcomputers; Optical Scanners; *Partial Vision; Sensory Aids; *Visual Impairments
IDENTIFIERS - Laptop Computers

The Print and Computer Enlargement (PACE) System is being designed as a portable computerized reading and writing system that enables a low-vision person to read regular print and then create and edit text using large-print computerized output. The design goal was to develop a system that: weighed no more than 12 pounds so it could be easily carried by students from class to class; would be operable for over 8 hours on internal rechargeable batteries; and would sell for under $3,500. The system design utilizes a hand-held optical scanner, a portable laptop personal computer running the MS-DOS operating system, a "screen catcher" circuit board, and software to generate large print. PACE would produce large print for any printed material scanned by the optical scanner and for any application program that runs on the operating system. Efforts in creating PACE involved the following objectives: select laptop computers; locate hand-held optical scanner; design and test screen catcher circuit board; create optical scanner large-print software; create large-print characters from computer; create the user interface module; field test PACE; and create a national marketing plan for PACE. The project was partially successful, in that it developed and implemented all PACE functions on a MS-DOS compatible desk top computer, but was unable to implement the design on a portable laptop computer. (JDD)

ED 333 683 EC 300 439

Adelman, Pamela B.; Wren, Carol T.
Learning Disabilities, Graduate School, and Careers: The Student's Perspective.
Barat Coll., Lake Forest, Ill.; De Paul Univ., Chicago, Ill.
PUB DATE - 90
NOTE - 37p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Career Planning; Civil Rights; *Employer Employee Relationship; Employers; Employment; Graduate Students; *Graduate Study; Higher Education; Job Application; *Learning Disabilities; Legal Responsibility; Personal Narratives; Student Experience; Vocational Adjustment

This booklet discusses the nature of learning disabilities and their impact for learning-disabled college students considering attending graduate school or entering the workplace. The information is presented through the personal stories of two

Evaluative/Feasibility (142)
DESCRIPTORS - Case Studies; *Disabilities; *Early Intervention; *Family Programs; Policy Formation; Political Influences; Preschool Education; State Action; Statewide Planning; Supervision
IDENTIFIERS - Education of the Handicapped Act 1986 (Part H)

This report is one of three resulting from a 50-state survey on the development of family policies through the implementation of Public Law 99-457 (Part H) and presents first year findings on policy development in six states. The ongoing 3-year case studies are intended to examine those factors that influence progress in the stages of policy implementation of Part H. Noted are four variables important in policy implementation identified in the literature: (1) characteristics of the policy and its goals; (2) characteristics of implementing agencies; (3) beliefs and attitudes of key policy actors; and (4) variations in administrative and governmental processes. The study is examining the implementation process in terms of three major phases: policy development, policy approval, and policy application. Enabling factors in policy development were identified and include historical factors related to children with handicaps, key persons, a shared vision of the desired service system, a suitable governmental structure, a political climate of agency cooperation, adequate resources, and previous existence of compatible policies. Major barriers to policy development include: a tradition of local autonomy in policymaking; a government structure requiring many clearances for policy approval; a political climate of local autonomy; inadequate resources; a lack of supportive key persons; and an absence of enabling factors. (19 references) (DB)

ED 333 701 EC 300 469

Andringa, Jane W.; Keller, Arthur R.
Prereferral Collaboration Helps Ensure That Only Students with Exceptionalities Are Referred for Case Study Evaluation.
PUB DATE - Apr 91
NOTE - 21p.; Paper presented at the Annual Convention of the Council for Exceptional Children (69th, Atlanta, GA, April 1-5, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Behavior Problems; Case Studies; Consultation Programs; Demonstration Programs; Elementary Education; High Risk Students; Intervention; Learning Problems; Prevention; Program Effectiveness; Program Implementation; *Referral; Special Education; *Special Needs Students; Teacher Improvement; Teamwork
IDENTIFIERS - Illinois; *Prereferral Intervention

An Illinois elementary school district concerned about unnecessary referrals for possible special education designed and piloted a regular education assistance team system which brought about greater regular teacher collaboration and increased accuracy in referral for case study evaluation. The building level teams consisted of regular education teachers who provided support for regular teachers with problem students and prevention of unnecessary referrals. The pilot system in one school over a 6-month period handled 12 cases in an average of 3.17 months, of which only 2 were referred to special education services. Program strengths included non-threatening support for teachers, especially first year teachers, and clarification of service needs, while the major drawback was teacher time factors. Referral patterns included 67% males, 80% from the primary grades, and a high proportion of cases from dysfunctional families. The team functioned more as a support for teachers than as an indirect change agent for students. Program forms are appended. (Includes

National Clearinghouse on Literacy Education, Washington, DC.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 91
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - Books; Classroom Techniques; *Deafness; *Dialog Journals; Doctoral Dissertations; Educational Research; Elementary Secondary Education; English (Second Language); Higher Education; Information Sources; *Limited English Speaking; Mental Retardation; Newsletters; Research Reports; Second Language Instruction
IDENTIFIERS - *Content Area Teaching

This bibliography cites over 90 books and handbooks, articles and book chapters, newsletters, reports, and doctoral dissertations on aspects of dialogue journal use in both language and content area instruction. Topic areas include dialogue journal use with deaf children, limited-English-proficient students, multilingual classes, the educable mentally retarded, and the gifted, and at all educational levels from kindergarten through college. Some resources are written for teachers, others for teacher trainers. A variety of teaching strategies, theoretical approaches, instructional contexts, and subject areas are addressed. (MSE)

ED 333 723 FL 019 211

Singleton, David
The TCD Modern Languages Research Project: Objectives, Instruments, and Preliminary Results. CLCS Occasional Paper No. 26.
Trinity Coll., Dublin (Ireland). Centre for Language and Communication Studies.
PUB DATE - 90
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; Databases; *Educational Background; Foreign Countries; French; German; Higher Education; *Interlanguage; Italian; Language Processing; Language Proficiency; *Language Skills; *Modern Languages; Research Methodology; Second Language Learning; Spanish; Student Characteristics; *Student Experience; Vocabulary Development

A study of the relationship between university-level second language development and previous language and other experience is described. The study, in its early stages at the time of writing, is being conducted at Trinity College in Dublin, Ireland, and involves students of French, German, Italian, and Spanish. This report describes the subjects and methodology, specific research questions addressed, research instruments and methods, computerization of the database, and some preliminary findings from small-scale studies. Early results concern the relationship between second language experience and second language proficiency, the development of second language lexicon, and the interaction between languages learned (interlanguage) and between language learning experiences. A 28-item bibliography is appended. (MSE)

ED 333 724 FL 019 212

Schleppegrell, Mary
Teaching English in Central Europe.
PUB DATE - Mar 91

PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - Academic Achievement; *Acceleration (Education); Behavior Modification; Classroom Techniques; *Cognitive Mapping; Creative Writing; Elementary Secondary Education; Higher Education; Imagery; Inservice Teacher Education; Learning Theories; Longitudinal Studies; Microcomputers; Music Education; Neurolinguistics; Reading Centers; Student Attitudes; *Suggestopedia; Teacher Characteristics; Vocational Education
IDENTIFIERS - *IBM Personal Computer

These four 1989 issues of the journal of the Society for Accelerated Learning and Teaching (SALT) include the following articles: "Retraining Cognitive Abilities: Combining Suggestopedia with Cognitive Behavior Modification"; "Students Discover the Joy of Learning Through Suggestopedia"; "Elementary School Achievement Results Following In-Service Training of an Entire School Staff"; "Defining and Demystifying Baroque, Classic and Romantic Music"; "Retraining Cognitive Abilities with Suggestopedia and Cognitive Behavior Modification. Part II: A Longitudinal Study"; "Tell the Juggler: A Gameshow Metaphor for Teaching the IBM-PC and its Assembly Language"; "Should We Believe the National Research Council's Criticism of SALTT?"; "Achieving Successful Whole Brain Thinking"; "Prefocused Mapping: A Workable Strategy for the Developmental Writer"; "Releasing Reserve Capacities"; "Personality of Teachers Using SALT"; "Applications of Peak Performance/Accelerated Learning Approaches to Vocational Education"; "The Temperaments and Waldorf Education"; "The Influence of Accelerated Learning Methods on Scholastic Achievement: Implications for Teacher Education?"; "Creative Writing and Visual Imagery Activities in an Experimental Reading Room"; "Using Neuro-Linguistic Programming in the Schools"; and "The Other End of Bruner's Spiral: a Proposed Educative Procedure for Easy Integration of Knowledge." Book reviews are also included. (MSE)

ED 333 745 FL 019 244

The Journal of the Society for Accelerative Learning and Teaching. Volume 13, 1988.
Society for Accelerative Learning and Teaching, Inc.
PUB DATE - 88
NOTE - 409p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - Serials (022)
DESCRIPTORS - *Acceleration (Education); Adult Education; Business Administration Education; Classroom Techniques; Cognitive Development; Elementary Secondary Education; English (Second Language); Higher Education; Hispanic Americans; *Imagery; Inservice Teacher Education; Instructional Effectiveness; Learning Theories; Limited English Speaking; Literature Appreciation; Metabolism; Metaphors; Program Descriptions; Reading Instruction; *Relaxation Training; Science Education; Second Language Instruction; Second Language Learning; *Suggestopedia
IDENTIFIERS - Krashen (Stephen); *Piano Instruction

These four 1988 issues of the journal of the Society for Accelerated Learning and Teaching (SALT) include the following articles: "Educating the Children of Changing Cultures"; "All Stars to Center Stage: Accelerative Learning in the School of Business"; "SALT in the First Grade Classroom"; "Unlearning Technologies: Coping with Anti-Suggestive Barriers in Industry Training"; "Suggestopedia: A Suggestive-Accelerative Teaching Technique in

PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Administrative Organization; Administrator Guides; *Adult Basic Education; Check Lists; *Curriculum Development; Educational Philosophy; *English (Second Language); *Literacy Education; Program Administration; *Program Design; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation

This 1975 handbook consists of three books to be used, together or independently, by administrators in developing, implementing, and evaluating an adult English-as-a-Second-Language (ESL) program. The first book, an administrator's checklist, is designed as an inventory that specifies succinctly the critical and significant program elements. The checklist is divided into four sections: program philosophy; administration and organization; program development and operation; and program impact. In each section, there is a series of specific questions designed to examine fully the basic program component. For each question, a series of points to be considered is provided to assist in formulating a comprehensive picture of the extent to which the program gives attention to each basic program area. Book two is a manual for developing and implementing the ESL/adult basic education (ABE) program, providing specific procedures and guidelines and including a number of forms and worksheets for administrative use. The third book is a planning guide for developing the ESL/ABE instructional program. It outlines six basic program goals and suggests content areas and sample performance objectives, instructional objectives, a 12-week sample program design, and a scope and sequence for ESL curriculum development. An annotated test locator and partial selection of commercial texts are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 333 767 HE 022 974

Littrell, Doris P.
Women's College Alumnae of an External Degree Program: An Institutional Advancement Perspective.
PUB DATE - 89
NOTE - 7p.; Paper was presented at the Midwest Research-to-Practice Conference in Adult, Continuing and Community Education (1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adult Students; *Alumni; Demography; *Donors; *External Degree Programs; Females; Graduate Surveys; Higher Education; *Institutional Advancement; Nontraditional Students; Single Sex Colleges; Student Characteristics; *Student School Relationship; *Womens Education
IDENTIFIERS - *Stephens College MO

Seeking to further understand the potential donor pool represented by alumnae who were mature students graduating from the external degree program at a women's college, this study used a questionnaire survey to identify background and characteristics and collegiate and alumnae experiences of the external degree alumnae, and to identify differences between donors and nondonors on specific variables. The Stephens College Alumnae Survey was developed and distributed using Dillman's Total Design Method, and resulted in 460 usable surveys (a 72% return). Donors and nondonors differed significantly on several background/characteristic and collegiate/alumni experience variables such as year of graduation, marital status when a student, current employment status, class format, role models,

IDENTIFIERS - New York; *State University of New York
This report (the second of three volumes) presents the results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York during the fall 1990 term. The report presents data on all credit-course students and all institutions of the State University system. Volume II consists of seven parts. Parts I and II contain separate tables for each New York State county, and details the permanent residences of students from outside of New York State broken out by standard geographic regions. Parts III and IV display the percent distribution of all undergraduate and graduate credit course students in terms of institutional totals distributed across the four New York State Planning Regions and regional totals distributed across institutions. Part V presents the percent distribution of all first-time full-time undergraduate credit course students in terms of institutional totals distributed across the planning regions and regional totals distributed across institutions. Part VI reports the percent distribution of transfer undergraduate students in terms of institutional totals distributed across the planning regions. Part VII contains a publication list. (GLR)

ED 333 788 HE 024 613

Trends in Geographic Origins of Students: Full-Time, 1959-1990; First Time Full-Time, 1984-1990.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE - May 91
NOTE - 601p.; For Volumes two and three of the report see, HE 024 611-612.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE - Reports - General (140), Numerical/Quantitative Data (110)
DESCRIPTORS - College Freshmen; *College Students; Credit Courses; *Enrollment; *Full Time Students; Geographic Location; Graduate Study; Higher Education; Institutional Research; Part Time Students; *Place of Residence; School Location; *State Colleges; *State Universities; Statistical Data; Transfer Students; Undergraduate Study
IDENTIFIERS - New York; *State University of New York
This report (the third of three volumes) presents the results of the annual survey of the geographic origins, or permanent residences, of students attending institutions of the State University of New York during the fall 1990 term. The report includes tabular data on all credit course students and all institutions of the State University system. Volume III presents information on trends from 1959 through 1990, provided by individual institution and institutional type, regarding the percent of the institution's full-time students who came from the institution's area of location, from New York State but outside the area of the institution's location, from the United States but outside of New York State, and from a foreign country. In addition, there are displays of a seven year trend in the New York origins of full-time, first-time students for each State University of New York (SUNY) institution or institution type. Finally, the report shows a seven year trend for full-time, first-time students from each New York county (along with Long Island, New York City, and New York State totals) who enrolled at SUNY institutions. A publications list is provided. (GLR)

ED 333 789 HE 024 634

Congressional, Department of Education, and General Accounting Office efforts in addressing student loan defaults. The improvements needed to correct vulnerabilities in the Stafford Program are addressed, followed by a discussion of the procedures for determining school eligibility that put the Government and the student at risk. Next, several recommendations are presented for solving or lessening the occurrence of default problems in student loan programs. It is noted in the testimony that many of the vulnerabilities and weaknesses in federal student aid programs are related to the Department of Education's administration of the programs, as well as to provisions of the Higher Education Act. An attachment provides a list of selected General Accounting Office reports on higher education issues since 1986. (GLR)

ED 333 807 HE 024 655

Boys, Chris J.; And Others
Higher Education and the Preparation for Work.
Brunel Univ., London (England).
SPONS. AGENCY - Council for National Academic Awards, London (England).; Leverhulme Trust, London (England).
PUB DATE - 88
NOTE - 240p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Information Analyses/State-of-the-art Materials (070), Collected Works - General (020)
DESCRIPTORS - Adjustment (to Environment); Business Education; Economics Education; Educational Change; English Instruction; Foreign Countries; *Higher Education; *Institutional Environment; *Labor Market; Physics; *Relevance (Education); Science Instruction; *Social Influences; Student Attitudes; *Undergraduate Study
IDENTIFIERS - England

This book discusses, from a British perspective, the ways in which higher education, and particularly the teaching of undergraduates, responds to the influences of the environment of which the labor market is a major element. It is based on studies made between 1984 and 1987 of 49 departments in nine higher education institutions: four universities, three polytechnics, and two colleges of higher education. The study's main focus is on the teaching of undergraduates in history, English, engineering, physics, economics, and business studies in these institutions. The book describes how the inner life of departments and institutions has been affected by recent changes in the political and economic environment. It also describes how academic staff have adapted to policy changes and resource reductions according to circumstances largely determined by institutional character and subject affiliation. Finally, the book contains a study of the career counseling services in the nine institutions and a survey of student opinion. Contains 110 references, an appendix of methods of data collection, and an index. (GLR)

ED 333 808 HE 024 656

Kogan, Maurice, Ed.
Evaluating Higher Education. Papers from the International Journal of Institutional Management in Higher Education, Centre for Educational Research and Innovation, Organisation for Economic Co-operation and Development.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE - 89
NOTE - 220p.

Teacher Student Relationship; Teaching (Occupation); *Teaching Hospitals; *Universities

This book of essays focuses on the diminution of trust resulting from a perceived diminution in individual and institutional integrity as they relate to our university-based health educational and care programs. Following an introduction titled "Covenant, Leadership, and Value Formation in Academic Health Centers" (Roger J. Bulger), the first three essays treat the relationship between values expressed by institutions and those of individuals: "Medical Institutions and Their Moral Constraints" (Stephen Toulmin), "Integrity, Humaneness, and Institutions in Secular Pluralist Societies" (H. Tristram Engelhardt, Jr.), and "Institutions and the Shaping of Character" (Robert Coles). The next three essays consider the university and its role in forming and transmitting the values of expanding and conveying knowledge. They are titled: "Approaching Ethical Questions: A University Perspective" (Daniel Steiner); "Values and the Advance of Medical Science" (Donald S. Fredrickson), "Values in Teaching and Learning: A Student-Teacher Dialogue" (Kim Dunn and Ruth Ellen Bulger). Finally, how the values underlying institutional actions and policies are selected and what influence these values have on the treatment of individuals is the subject of "Hospitals as Humane Corporations" (Stanley Joel Reiser); "The Hospital-Academic Health Center Interface: The Community of Practice and the Community of Learning" (Mitchell T. Rabkin); "Determinants of the Culture and Personality of Institutions" (James G. Haughton); and "The Revival of Community and the Public Obligation of Academic Health Centers" (Lawrence W. Green). A concluding essay by Edmund D. Pellegrino is titled "Values and Academic Health Centers: A Commentary and Recommendations." References accompany some of the papers. (JB)

ED 333 827 HE 024 683

Bourner, Tom; And Others
Part-Time Students and Their Experience of Higher Education.
Society for Research into Higher Education, Ltd., London (England).
PUB DATE - 91
NOTE - 146p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Career Development; Dropout Characteristics; Dropout Rate; *Dropouts; *Enrollment; Higher Education; *Part Time Students; *Student Characteristics; *Student Experience; Study Skills
IDENTIFIERS - *United Kingdom

A questionnaire survey sought to determine the characteristics of part-time university students in Great Britain, the reasons why they choose part-time study, the difficulties they encounter, the extent and incidence of non-completion, and to identify examples of "good practice" in the provision and management of part-time degree courses. Questionnaires were distributed to 4227 part-time students in higher education (2876 were returned) with a parallel survey of 55 course leaders The data indicated that part-time students are a mature, diverse group with many already members of a profession who wish to improve career prospects; most students found their courses to be as they had expected; difficulties reported included finding time to study, coping with the stress of exams and developing study skills. An examination of non-completion found that approximately 30 percent of students did not complete their courses, and that non-completion is higher earlier in a course and in the longer courses, and that course

DESCRIPTORS - Competition; *Consumer Economics; Delphi Technique; Educational Legislation; *Educational Policy; Educational Quality; Financial Support; Foreign Countries; *Government Role; *Government School Relationship; *Higher Education; *Institutional Autonomy; Political Influences; Public Education
IDENTIFIERS - *Netherlands

One of a series of studies related to the Delphi research project: "Policy Instruments for Higher Education in the Western Europe of the Future", this paper describes the beginnings of a consumer-oriented public higher education system in the Netherlands. It first examines the start of public debate with the publication of two political documents each entitled "Higher Education: Autonomy and Quality", a draft proposal for a higher education and research act and a bill to the Parliament in 1989 based on that draft. Two sections describe the Higher Education and Research Bill, its basic assumption that neither central government nor any intermediate organization can effectively govern the higher education system, and specific issues including division of labor in the system, public funding, autonomy, regulations regarding teaching and students, admissions, planning and financing, quality assessment, a formula funding system, institutional powers for personnel policy, and the allocation of money for building and maintenance. A final section outlines a view of the best relationship betwen government and higher education; describes the five forces which shape the higher education system: competition, multiplicity of funds, serving different constituencies, consumer power, and public view on quality; and the author's opinion that the Dutch case offers a chance to combine a necessary government withdrawal with the introduction of some of the real forces that make the system work. (JB)

ED 333 847 HE 024 707

Mc-Daniel, Olaf C.
Higher Education Policy in the Europe of the Future. Towards an Agenda for European Higher Education Policy.
Netherlands Ministry of Education and Sciences, The Hague.
PUB DATE - 7 Nov 90
NOTE - 50p.; Paper presented at the European Community-Conference "Higher Education and 1992: Planning for the Year 2000" (Sienna, Italy, November 5-7, 1990). For related documents, see HE 024 704-709.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Delphi Technique; *Educational Policy; Educational Quality; *Educational Trends; Financial Support; Foreign Countries; Futures (of Society); Government Role; *Government School Relationship; *Higher Education; Institutional Autonomy; Institutional Cooperation; International Cooperation; *International Educational Exchange; International Programs; Policy Formation; Political Influences; Public Policy
IDENTIFIERS - *Europe; European Community; *Internationalism

One of a series of studies related to the Delphi research project: "Policy Instruments for Higher Education in the Western Europe of the Future", this paper presents material for the discussion and formulation of a European higher education policy in light of the single market introduction in 1992. The first chapter, "Hypothesis and Problem Formulation", proposes that the development of Western Europe calls for a supra-national oriented higher education policy and suggests five questions that flow from that hypothesis. The second chapter, "The EC (European Community) and Higher Education" distribution services, voice mail, document and picture transmission or fax, and computer teleconferencing. EMMS may be used to record student grades, send memos, access databases, enhance communication between faculties, allow cooperative research, enhance subject-specific student projects, and promote excellence in extracurricular activities. Some problems to be aware of in EMMS include cost effectiveness, maintenance, training, access, and supervision. In the future, however, international cooperative networks may be used to share educational information, and develop multicultural curricula. A list of EMMS resources includes eight journals, five associations, four online sources, and three resource centers. (DB)

ED 333 866 IR 015 196

Hogeboom, Richard L.
Informatics Science and Technology for Development in Latin America: Towards a Conceptual Framework for Comparative Analysis.
PUB DATE - May 90
NOTE - 34p.; Paper presented at the Annual Conference of the Comparative and International Education Society (Anaheim, CA, March 22-25, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; Computer Science; Computer Software; Database Management Systems; *Developing Nations; Foreign Countries; Government Role; Higher Education; Information Science; *Information Systems; *Information Technology; Models; *Policy Formation; Scientists; *Telecommunications
IDENTIFIERS - Colombia; Intellectuals; *Latin America

The information-based technologies and the accompanying managerial sciences have come to symbolize the ideology of progress and operate as a material instrumentality in social governance systems. Developing countries have incorporated the technologies, but have lacked a developed knowledge or service sector; the linkage of knowledge-informatization-economic development has been incomplete. Social and institutional mechanisms to produce and utilize scientific and technological knowledge must be developed if this linkage is to be completed. This paper presents: (1) a model of technology and science policy in Argentina and Brazil which argues that anti-dependency scientific and intellectual elites form an epistemic community capable of intervening in national policy-making processes; (2) an alternative model for a national study of informatics technologies based on the Colombian experience which emphasizes the anchoring of informatics technology policy within concrete social conflicts, needs, and demands; (3) a conceptual model of the role of universities and research centers in the process of Colombia's informatization; and (4) an interpretation of the Colombian experience within the framework of compensatory legitimation and conflict management. It is concluded that informatics technologies play an important role within the political, economic, and social development of Latin American countries, but the extent to which these technologies are becoming tools for progress or instruments of control are yet to be determined. (35 references) (ALL)

ED 333 867 IR 053 541

Fiore, Carole D., Comp.; Fine, Jana R., Comp.
Summer Bookaneers: Sign on with Captain Book. 1990 Florida Summer Library Program.
Florida Dept. of State, Tallahassee. Div. of Library and Information

Cooperation; *Labor Force Development; *Professional Training; *Research Needs; Research Utilization
IDENTIFIERS - *World Health Organization

A study group meeting was convened by the World Health Organization to enable participants to share their expertise and experience in the areas of research and health personnel information systems, and to identify strategies for the better use of information and research in decision-making for human resources for health (HRH) development. This report provides information on that meeting in 13 sections: (1) Introduction (background information and goals); (2) Conceptual Framework (developed by the group to guide its work); (3) Development of Human Resources for Health in Support of Health for All; (4) Obstacles to HRH Development; (5) Decision-Making (levels of decision-making and information needs, use of information by decision-makers, and factors affecting decision-making); (6) Strengthening Decision-Making; (7) Information Support and the National Health Information System (types of information needed to support decision-making, national health information systems, and framework for an HRH information system); (8) Strengthening Information Systems (standardizing definitions of data, integrated versus coordinated systems, feedback, development and use of indicators, mechanisms for collecting information and use of informatics, and optimizing the contribution of information systems); (9) Research (decision-linked research, contribution of research to decision-making, and research priorities); (10) Strengthening Research (why little research is done and more effective utilization of results); (11) Approaches and Strategies To Strengthen Information Systems and Research; (12) Conclusions; and (13) Recommendations (to member states and to WHO). An illustrative example of essential HRH data is appended. (12 references) (BBM)

ED 333 885 IR 053 629

Richards, Dennis L.; And Others
Montana State Plan for Federal Depository Library Service.
Montana Council of Depository Libraries.
PUB DATE - 90
NOTE - 195p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Depository Libraries; Federal Government; Laws; *Library Services; Public Agencies; Records (Forms); State Programs; *Statewide Planning; Union Catalogs
IDENTIFIERS - Government Printing Office; Montana

This report begins by explaining the purpose of and legal basis for the state depository library program as part of the national program operated by the U.S. Government Printing Office. Montana's selective federal depository libraries are then listed together with the regional depository library and several depository vacancies. Goals for both selective depositories and the regional depository are presented, and the roles of the two types of depositories and the Montana State Library are detailed. Responsibility areas are described, including collection development, reference services, education/outreach, interlibrary loan, and financial support. Performance is discussed in terms of evaluation and annual reports. Appended materials include a Library Directory and Profiles; a Union List of Federal Document Reference Tools in Montana Depository Libraries; Instructions to Depository Libraries for Submitting Disposal Requests for Discarding of U.S. Government Depository Publications; an

The purpose of this project was to demonstrate that computer-based training (CBT) sessions, produced as HyperCard stacks (files), are an efficient and effective component for staff training in libraries. The purpose was successfully met in the 15-month period of development, evaluation, and implementation, and the University of Tennessee (UT) Knoxville Libraries have made these CBT sessions a regular part of training for all new staff. A team of nine librarians and staff used HyperCard software to develop the training materials. Because HyperCard programming (or scripting) rests in English-language phrases and is intuitive in formulation, specialized applications such as CBT for library staff training are realizable. The technology of HyperCard scripting is well suited to the branching, drill, and testing common to CBT; it can also use sounds, picture, animation, and graphics, to make training sessions interesting, and to engage multiple senses in the active transfer of information. The developers used Macintosh computers, printers, a scanner, and various software resources. Macintosh computers were then used for evaluation and testing followed by full implementation of the self-directed basic training program. This report includes general information on the project; a narrative report (background, purpose, goals, budget, expenditures, dissemination and impact of project, and project evaluation and continuation); a financial report (expenditures, itemization of matching funds, inventory of CBT equipment); five references; and 12 appendices. Appended materials include a needs assessment form, survey and evaluation forms and questionnaires, a brochure on the training program, and documentation for CBT stacks and scripts. (BBM)

ED 333 903　　　　JC 900 213

Turner, Caroline Sotello Viernes
It Takes Two To Transfer: Relational Networks and Educational Outcomes.
PUB DATE - 90
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Articulation (Education); Case Studies; College Role; *College Transfer Students; Community Colleges; Feeder Patterns; *Intercollegiate Cooperation; Mexican Americans; *Minority Groups; *Transfer Policy; Two Year Colleges; Two Year College Students
IDENTIFIERS - *California

Intercollegiate cooperation, an essential element of successful course articulation and student transfer, can be hindered by the inherent differences between two- and four-year institutions, such as their mission emphases, functional priorities, and preconceptions about the other. In 1986, a study was conducted of three community colleges in California to examine the extent to which relational networks (i.e., formal and informal interactions and agreements) with four-year institutions might affect transfer policies and rates, particularly for Hispanic students of Mexican American descent. Data on the colleges' structures and routines were gathered through interviews, on-site observations, document review, and student surveys. Hispanic versus non-Hispanic white student transfer rates at the three colleges chosen for the study were assessed as low (11% vs 18%), high (34% vs 39%), and discrepant (19% vs 43%), when compared to the systemwide transfer rate averages (20% for Hispanics vs 39% for non-Hispanic whites). Study findings included the following: (1) interviews with articulation officers revealed that four-year colleges seem to respond more favorably to curricular articulation with community

PUB DATE - 5 Apr 91
NOTE - 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (72nd, Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *College Faculty; Community Colleges; Females; Job Performance; *Job Satisfaction; Literature Reviews; Males; Sex Differences; Statistical Analysis; Stress Management; *Stress Variables; *Teacher Attitudes; Two Year Colleges; Type A Behavior; Type B Behavior; *Women Faculty
IDENTIFIERS - Pennsylvania

In 1991, a study was undertaken to determine the relationship between stress and job satisfaction among community college faculty in Pennsylvania. All full-time faculty at the state's 14 two-year community colleges were surveyed using the Faculty Stress Index, the Minnesota Job Satisfaction Questionnaire, and the Framingham Type A Scale. Selected findings, based on a final response rate of 61.4%, included the following: (1) female faculty members had significantly higher levels of overall stress and a slightly higher level of job demand stress than males; (2) though a greater proportion of female faculty did not have tenure, no significant interactive effects were found between gender and tenure status on stress level; (3) no significant differences were found between "hard" and "soft" academic disciplines; (4) faculty with a type A personality orientation had significantly higher stress levels than type B faculty; (5) three variables (i.e., total stress level, gender, and the first-order interaction of academic department and gender) were statistically significant components of job satisfaction, while two factors (i.e., being female and total level of stress) were negatively correlated to job satisfaction; and (6) as a whole, the faculty were fairly neutral relative to their overall job satisfaction. Specific strategies to help administrators address problems related to high job demand on faculty, and to help faculty reduce levels of stress and manage its effects are included. A review of related literature is also provided. (JMC)

ED 333 921 JC 910 312

Albers, Dennis
Predicting Nonsuccess in Beginning College Mathematics Courses.
Columbia Junior Coll., Calif.
PUB DATE - 91
NOTE - 20p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Academic Achievement; *College Mathematics; Community Colleges; *Grade Prediction; *Mathematics Instruction; Mathematics Skills; Mathematics Tests; *Predictive Measurement; *Predictor Variables; Scores; Statistical Analysis; Two Year Colleges

In 1990, a study was conducted at Columbia College (CC) to determine whether a predictor variable could be constructed for student nonsuccess in beginning mathematics courses. For the purposes of the study, nonsuccess was defined as earning a grade of D, F, or No Credit either at the time of withdrawal from the course or as a final grade. The ASSET mathematics skills assessment test and a Piaget-based pencil-and-paper test of logical reasoning were administered to 150 students newly enrolled in their first CC mathematics course. Final course grades were collected for 134 of these students. An analysis of the data revealed that a student power of academic mentors creates an environment which deeply socializes future academics. The image of the academic professional which is currently promulgated emerged during the expansionist (post-World War II) period of higher education. In this conception, the scholar is seen primarily as a researcher pursuing knowledge for its own sake. The teaching role has been given much less emphasis. During this same expansionist period, higher education began to serve a much broader and more diverse clientele with more varied academic needs. For these two transformations to now become compatible, a broader conception of scholarship is urgently needed. Such a conception would have at least four elements. While new knowledge acquired through reasoning and analytical theory-building is valuable, knowledge gained through experience must also be seen as legitimate. Second, specialized knowledge must be reintegrated. That is, scholars must look for new relationships between the parts and the whole. This synthesis can be achieved through an emphasis on interdisciplinarity. Third, scholarship must begin to address the pragmatic needs of the larger world. The pursuit of knowledge to solve societal problems must be valued as scholarship of the first order. Finally, the scholarship of teaching, in which research is conducted on effective and appropriate teaching methods, must be emphasized for all scholars. Teaching that is not grounded in the most recent research is not appropriate for a college or university setting. A 21-item bibliography is included. (PAA)

ED 333 939   JC 910 331

Drake, David
Designation of Texas Public Community/Junior College Resource Centers and Their Chief Administrative Officers.
Ranger Junior Coll., Tex.
PUB DATE - 91
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Administrators; *College Libraries; *Community Colleges; Comparative Analysis; *Learning Resources Centers; Librarians; Peer Institutions; State Surveys; Two Year Colleges
IDENTIFIERS - *Texas

Many newer colleges, actively promoting a multi-media approach to instructional support, eschew the term "library" in favor of "learning resource center" or a similar designation. As of 1991, the state of Texas had 63 separately identifiable public community/junior colleges. Of the 63 colleges, 28 (44%) designated their resource center by the term "library," while 29 (46%) designated it as a "learning resource center." Of the remaining six colleges (10%), two used the term "library and learning resources center," two used the term "learning center," and one each used the terms "library learning center" and "learning resources services." The resource center was more frequently designated a "library" among small and medium-sized colleges. The chief administrative officer of the resource center was identified by the title of "director" at 36 (57%) of the colleges, while the title of "dean," "associate dean," or "assistant dean" was used by 20 colleges (32%). Four of the remaining seven colleges (11%) employed the title of "head librarian," two used the title "librarian," and one the title "coordinator." The chief administrative officer of the resource center was designated as "director" among 73% of those colleges identified as small, whereas 58% of large colleges employed the title of "dean" or one of its variations. (JMC) participants in the "Shape Up" program offered at the Porterville College Fitness Center during the summer and fall semesters of 1990 were identified through the registrar's office. Subjects then completed the 30-item Rotter Internal-External Locus of Control questionnaire on-site. After the subjects participated at their own discretion in the exercise program for the entire term, their attendance records were statistically evaluated. A pilot study of nine attendees, completed during the summer session, provided preliminary results suggesting that there were differences in workout attendance between individuals who perceived their lives to be internally controlled and those who saw themselves as externally controlled. In the study conducted during the fall semester, 23 students participated. Findings of the study indicated that both female and male subjects who perceived themselves to be internally controlled obtained significantly higher attendance scores than those perceiving themselves as more externally controlled. The study concluded that although the locus of control construct served as a discriminative factor with respect to exercise adherence, it was only one aspect of a global motivational system. (JMC)

ED 333 957 JC 910 356

Inservice Activities for Consumer & Homemaking Education & Occupational Home Economics Instructors. A Report of Inservice Activities Conducted for California Community College Home Economics & Related Professionals.
McGillicuddy (Shirley) & Associates, Sierra Madre, CA.; Mount San Antonio Community Coll. District, Walnut, CA.
SPONS. AGENCY - California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE - 91
NOTE - 122p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - College Faculty; Community Colleges; *Consumer Education; Economically Disadvantaged; *Faculty Development; *Home Economics; *Inservice Teacher Education; *Occupational Home Economics; Outreach Programs; Professional Development; Program Design; Program Evaluation; Program Improvement; Sex Fairness; Teacher Workshops; Two Year Colleges
IDENTIFIERS - *California

In August 1990, a statewide inservice training project for two-year college home economics instructors was initiated by the Chancellor's Office of the California Community Colleges. The project's three main objectives were to: (1) identify inservice priority needs through a review of existing data from previous home economics projects; (2) plan, develop, promote, implement, and evaluate a variety of inservice activities focusing on current issues and technologies in consumer/home economics including activities for economically-depressed area outreach; and (3) identify and showcase innovative strategies utilized by local colleges to promote gender equity and to serve the special needs student population. The centerpiece of the project was a three-day retreat attended by 50 community college home economics coordinators and instructors representing 24 colleges. The retreat culminated in the development of individualized action plans. In addition, participants completed written evaluations and exit interviews. This project report includes a review of the anticipated and actual outcomes of the project; a list of major comprehensive district revitalizing and restructuring plan. Consequently, staff developed the Kindergarten Program for Four-Year-Olds, which was designed to provide: (1) early intervention for at-risk children that focused on the entire family; (2) a differentiated 2-year kindergarten experience focusing on age-appropriate language development and use of computers to assist in language development; and (3) a socializing experience that could be extended beyond the third grade. The curricular framework of the program emphasizes active learning in using language; representing experiences and ideas; developing logical reasoning through classification, seriation, and number concepts; understanding time and space; using a computer; and participating in movement education, social and emotional development, literature, and ethnic and cultural recognition. Each child receives a hot lunch and a snack each day. The program features parent conferences, home visits, and parent education. No state funds support the program; funds needed to operate it have been obtained from private sources. Other program characteristics and aspects of implementation are reported. (RH)

ED 333 977 PS 019 620

Greenberg, Mark T.; And Others
Improving Children's Understanding of Emotions: The Effects of the PATHS Curriculum.
PUB DATE - Apr 91
NOTE - 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Affective Objectives; *Comprehension; Curriculum Evaluation; *Elementary School Students; *Emotional Experience; Grade 1; Grade 2; Ideology; Primary Education; *Self Control
IDENTIFIERS - *Promoting Alternative Thinking Strategies Curric

This study examines the effects of the Promoting Alternative Thinking Strategies (PATHS) Curriculum, which provided children with instruction on a variety of issues involved with the expression, understanding, and control of emotions. Participants were 308 first and second graders. PATHS lessons were given about three days a week from October through April. Four main objectives of the curriculum were to: (1) teach children to "Stop and Calm Down"; (2) provide enriched linguistic experiences to help mediate children's understanding of self and others; (3) teach children to integrate emotional understanding with cognitive and linguistic skills in order to analyze and solve problems; and (4) encourage the development of self-esteem and effective peer relations. A slightly modified curriculum was also used in special education classrooms. PATHS lessons were sequenced according to increasing developmental difficulty and included dialogue, role-playing, modeling by teachers and peers, social and self-reinforcement, attribution training, and verbal mediation. Extensive generalization techniques helped teachers apply and transfer skills to other aspects of the school day. A critical focus of PATHS included facilitation of the dynamic relationship between cognitive-affective understanding and real-life situations. Findings regarding emotional understanding are reported and discussed. (RH)

ED 333 978 PS 019 621

Christensen, M. J.; And Others

instruction" because the practice of target skills is anchored to a specific context in which students use target skills in order to solve a series of problems. One of the primary goals of contextualized instruction is to increase the likelihood that what is taught in the training or classroom setting will be used in future applicable settings. Behavior analysts have developed a detailed technology to promote such transfer. Transfer requires that relevant behaviors be taught in relevant contexts. Relevant contexts are characterized by the critical features of target settings. A number of tactics have been developed to introduce and highlight critical features. These include introducing maintaining contingencies, using common stimuli, using sufficient exemplars, training loosely, and promoting precision. In this document, each of the techniques is described in detail. Conditions promoting errors in transfer settings and the development of error patterns are also described. Concluding discussion takes up the issue of whether relevant behaviors are being taught in relevant contexts by FCE and AI. (RH)

ED 333 997 PS 019 654

Geiselman, R. Edward; Saywitz, Karen J.
Cognitive Interview Techniques for Use with Children as Victims and Witnesses of Crime.
PUB DATE - Apr 91
NOTE - 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Children; *Interviews; *Questioning Techniques; Recall (Psychology); *Victims of Crime
IDENTIFIERS - *Witnesses to Crime

This paper describes research leading to the development and evaluation of techniques for effectively interviewing children who are witnesses to or victims of crime. The techniques were developed from basic theoretical principles of memory recall that were modified to accommodate the capabilities and limitations of children. The first experiment staged an event that resembled the type of crime that children testify about. The event was witnessed by pairs of children who were either 7-8 or 10-11 years old. One child in each pair participated in the scenario as victim, while the other child witnessed the event. Two days later, each child was questioned about the event by one of nine Sheriff's Deputies who were skilled in interviewing children. Each deputy used either cognitive questioning procedures or their own, "standard" methods. Findings indicated that questioning techniques of memory guidance based on principles of cognitive psychology significantly increased the number of facts recalled at each age level without affecting the number of incorrect items generated. The second experiment evaluated the usefulness of a practice cognitive interview about an innocuous staged event that took place prior to interviews about the event targeted for investigation. Both cognitive interviewing and practice with the technique increased the number of correct items recalled. (RH)

ED 333 998 PS 019 655

Wenz-Gross, Melodie; Schneider-Rosen, Karen
Developmental Differences in Young Children's Perceptions of Social Support.
PUB DATE - Apr 91

This report describes effective approaches for enhancing maternal, infant, and family outcomes based on the scientific and systematic assessment of the content of prenatal care conducted by the Public Health Service's Expert Panel on the Content of Prenatal Care. The range of risks, both medical and psychosocial, that the prenatal care provider must consider are reviewed, and the components and delivery of preconception and prenatal care are discussed. The time of delivery of the content of prenatal care is delineated in terms of a recommended series of medical visits from preconception through the 41st week of pregnancy. Prenatal care for at-risk women with medical or psychosocial risk factors is discussed. Also discussed are services in a psychosocial risk program, services to improve health-related behaviors, and services to improve psychological status and social support. A list of references is included with each chapter. Appendixes describe the panel's criteria for evaluating evidence on the effectiveness of prenatal interventions and list components in the content of prenatal care. (BC)

ED 334 019 PS 019 739

Reynolds, Arthur J.; And Others
Multiple Influences on Early School Adjustment: Results from the Longitudinal Study of Children at Risk.
PUB DATE - 91
NOTE - 75p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cognitive Development; *Early Intervention; Educational Finance; Elementary Education; *Elementary School Students; Family School Relationship; Federal Aid; Grade Repetition; *High Risk Students; Longitudinal Studies; Minority Group Children; *Parent Participation; Preschool Education; Reading Achievement; School Readiness; *Student Adjustment; Student Mobility; Writing Achievement
IDENTIFIERS - Chicago Public Schools IL; Longitudinal Study of Children At Risk

This study investigated the school adjustment of 1,300 low-income, minority children in the Chicago Public Schools. Children's progress from preschool to fourth grade was traced. Data were collected from teachers, parents, children, and computerized records. The study primarily examined mediated effects of preschool; influences on cognitive growth in reading; and predictors of writing development. Results indicated that children's reading achievement declined over time, and this decline coincided with the cessation of government-funded programs and the increasing prevalence of grade retention and school mobility. Positive long-term effects of preschool programs were retention and school mobility. These effects were more likely to occur if children entered school well-prepared and if their parents were involved in their schooling. Predictors of cognitive growth included grade retention, self-perception of school competence, and parent involvement. Writing development was weakly correlated with reading achievement. Implications for improving children's school success include: (1) early reinforcement of the effects of preschool; (2) responsiveness to the problems of at-risk children; (3) enhancement of family-school relations; and (4) increased provision of writing instruction. Extensive references follow each section of the report. (BC) teams. Teams of four to six teachers met with university faculty to formulate dropout prevention action plans. The initial dropout prevention plans focused on making the school environment more inviting to students and emphasized non-academic areas in which the school incentive teams could create opportunities for positive recognition of students. Evaluation of the programs was based on written dropout prevention plans, field notes of meetings held, school observations, and school attendance records. Ten teachers, counselors, and administrators participated in multicultural training aimed at identifying attitudes, perceptions, knowledge, and skills concerning cultural diversity. The results of the program show it to be effective in maintaining a high level of teacher interest and effort in improving school success for at-risk students. No improvement in student attendance was noted. Results of the multicultural training show a positive impact on the attitude of school personnel toward at-risk students who are culturally different. This paper contains 16 references. (KS)

ED 334 039   RC 018 236

Cortez, Albert
Texas Legislature Adopts School Funding Plan.
Intercultural Development Research Association, San Antonio, Tex.
PUB DATE - May 91
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Serials (022), Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Equalization Aid; *Finance Reform; Property Taxes; School Districts; *School Taxes; *State Legislation; Tax Effort
IDENTIFIERS - *Texas

This paper analyzes Texas Senate Bill 351 that reforms public school funding. The bill provides for additional state funding and significant increases in local property taxes. The bill creates county education taxing units to neutralize the enormous property wealth differences found among the state's 1,056 school districts. It also provides a second funding tier that guarantees districts a minimum amount of funding per pupil for every cent of tax effort above the county unit tax level, up to a maximum of 45 cents. In addition to partially equalized enrichment, the state funding system continues to allow a degree of "unequalized" enrichment. Two new provisions limit the extent of financial inequality permitted within the funding system. The new bill provides tax rollback protection for a maximum of 8 cents of additional tax effort. Non-finance reforms included increasing the number of instructional days from 175 to 180 days, reducing the number of teacher inservice days, and providing 40 hours of staff training during regular hours of required teacher service. The strength of the bill lies in efforts to equalize funding through the county taxing units, guaranteed yield, and caps on additional funding. Weaknesses of the bill are: (1) under-funding of the guaranteed yield; (2) continued unequalized enrichment; (3) no funding for facilities; (4) changes in local property taxes that penalize those with the greatest need; and (5) lack of appropriations to make the new system operational. (KS)

ED 334 040   RC 018 238

Franklin, Elizabeth, Ed.
Integrating Home and Community into the Curriculum: The Zuni

of both the home and dominant cultures; and (4) encourage active parent involvement. Problems of migrant preschool programs and solutions are outlined, relating to access, lack of culturally appropriate curriculum and materials, needs of the potentially bilingual child, parent education needs, lack of parent participation, and needs for developmentally appropriate (experiential) activities. A set of handouts for parents describes developmental stages from 2 to 5 years old, suggests toys and activities to encourage learning during each stage, and discusses possible problems to watch for at each stage. The final article describes the literacy characteristics of children at ages 18-36 months, 4-5 years, and 6-8 years, and provides an annotated bibliography of 50 Spanish-language books for children in these age groups. (SV)

ED 334 058 RC 018 271

Language of Instruction in the Early Years. Burning Issues Series .
National Preschool Coordination Project, San Diego, CA.; San Diego County Office of Education, CA.
SPONS. AGENCY - California State Dept. of Education, Sacramento. Office of Migrant Education.
PUB DATE - 91
NOTE - 15p.; Attached materials contain small type and narrow margins.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - General (140)
DESCRIPTORS - Bilingual Education; Early Childhood Education; Early Experience; Family Relationship; High Risk Students; *Language of Instruction; *Language Skill Attrition; *Limited English Speaking; Migrant Education; *Native Language Instruction; Parent Child Relationship; *Young Children
IDENTIFIERS - *Family Communication

This information packet contains four articles supporting the notion that young children must be instructed in their native languages in order to achieve academic, social, and personal success. The document suggests that failure to develop the first language impedes progress in the second and produces a child who is limited in both. It lists financial, policy, and teacher-training impediments to development of early childhood programs in native-language. It also outlines solutions related to advocacy, legislation, interdistrict cooperation, multicultural teacher education, and parent involvement. A case study demonstrates how a migrant child's preschool experience in an English-only program created a subtractive bilingual situation, which led, in turn, to academic failure, disrupted family communication, and dropping out. An attached article by Muriel Saville-Troike discusses the influences of cultural and social factors on language development and examines those factors with regard to three categories of limited English proficient students. Those considered to be most at-risk academically were children who had lost or failed to develop their native language while not becoming proficient in English; such children had been immersed in an English-dominant environment before age 8. The NABE No-Cost Study on Families found that language-minority families whose children attended English-dominant preschool or daycare programs experienced a change or breakdown in communication patterns, loss of parental authority, and child-parent alienation. (SV)

ED 334 059 RC 018 272

IDENTIFIERS - *National Standards; *NCTM Curriculum and Evaluation Standards; Virginia

This monograph is the second in a series of three dealing with the curriculum and evaluation standards for grades K-4 as promulgated by the National Council of Teachers of Mathematics (NCTM). The publication of the standards marks a new guidepost in the evolution of mathematics education and signals the impact of the information society upon all citizens through the recognition of the importance of the mathematical skills involving problem solving, estimation, reasonableness of computed results, and use of technology among others. Included in this second volume are: (1) introductory information concerning the summary changes in the K-4 curriculum as well as essays pertaining to the sequencing and inherent richness of mathematical activities; (2) sample problems and activities dealing with Standard #6, number sense and numeration; (3) activities revolving around Standard #7, whole number operations; (4) sample problems and activities concerning Standard #8, whole number computations; (5) reflections and activities involving Standard #9, geometry and spatial sense; (6) additional activities designed for an independent mathematics center with calculator applications; and (7) appendices that contain the Virginia Council of Teachers of Mathematics position statements pertaining to both calculator usage and testing, and the NCTM position statements on metrication, selection and implementation of instructional materials, and the talented and gifted student. (JJK)

ED 334 077 SE 052 164

Underhill, Bob, Ed.
Implementing the Mathematics Standards. Monograph No. 3. Spring 1990. Standards 10 through 13.
Virginia Council of Teachers of Mathematics, Blacksburg.
PUB DATE - 90
NOTE - 53p.; For related documents, see SE 052 162-163.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Calculators; *Curriculum Development; Elementary Education; *Elementary School Mathematics; Estimation (Mathematics); Instructional Materials; Mathematical Concepts; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Mathematics Skills; Problem Solving
IDENTIFIERS - *National Standards; *NCTM Curriculum and Evaluation Standards; Virginia

This monograph is the third in a series of three dealing with the curriculum and evaluation standards for grades K-4 as promulgated by the National Council of Teachers of Mathematics (NCTM). The publication of the standards marks a new guidepost in the evolution of mathematics education and signals the impact of the information society upon all citizens through the recognition of the importance of the mathematical skills involving problem solving, estimation, reasonableness of computed results, and use of technology among others. Included in this third volume are: (1) introductory information concerning various perspectives on the teaching and learning of elementary mathematics; (2) essays, sample problems, and activities dealing with Standard #10, measurement; (3) activities revolving around Standard #11, statistics and probability; (4) sample problems and activities concerning Standard #12, fractions and decimals; (5) reflections and activities involving Standard #13, patterns and relationships;

ED 334 098 SO 021 196

The Risdon Settlement.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 86
NOTE - 59p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Area Studies; Elementary Secondary Education; Foreign
Countries; Global Approach; *History; Instructional Materials;
*Land Settlement; Learning Activities; Multicultural Education;
Primary Sources; Social Studies; World History
IDENTIFIERS - *Aboriginal People; Australia (Tasmania); *Risdon
Massacre (Australia)

One of the key episodes in the history of the region of Australia called Tasmania is an incident known as the Risdon Massacre. In 1804 near the Risdon Settlement, a large number of aborigines were killed by settlement officials. This document invites students to investigate what really happened on the day of the Risdon massacre and in so doing, provides historical background on the settlement and its fate. A number of activities, many of which involve primary sources, are included throughout the book, as well as follow-up activities and a bibliography. (DB)

ED 334 099 SO 021 197

Dugan, Michael; And Others
Shadow Play.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 90
NOTE - 97p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions)
(141), Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Area Studies; *Asian Studies; Elementary Secondary
Education; Foreign Countries; Foreign Culture; Global Approach;
*History; *Immigrants; *International Relations; International
Studies; Migration; Multicultural Education; Refugees; Social
Studies
IDENTIFIERS - *Asia; *Australia

This document presents a series of essays on the relations between Australia and its neighboring Asian countries. Several of the essays focus on the history of particular groups of Asians who have lived or still live in Australia. Reasons for, and effects of, migration to Australia are analyzed. Five essays are included: (1) "Australia and its Region" (Michael Dugan); (2) "Restrictions to Recognition: China and Australia" (Morag Loh); (3) "Changing Balances: Japan and Australia" (Gavan McCormack); (4) "Above Down Under: Australia and Indonesia" (Richard Chauvel); and (5) "Indochinese Refugees and Australia" (Nancy Viviani). (DB)

ED 334 100 SO 021 198

Port Arthur Alive: Exploring Past and Present, 1. Getting Started.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 86
NOTE - 50p.; For related documents, see SO 021 199-202.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

ED 334 125 SO 021 406

Dufrene, Phoebe
Utilizing the Arts for Healing from a Native American Perspective: Implications for Creative Arts Therapies.
PUB DATE - 91
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *American Indian Culture; American Indian History; *Art Education; *Art Therapy; Cultural Activities; Educational Therapy; *Mental Health; Mythology; Physical Health; Religion; *Symbolism
IDENTIFIERS - *Healing; Native Americans; Peyote; *Shamanism; Spiritual Health

This report on how Native American healing methods can be utilized in Western creative art therapy emphasizes that for Native Americans, art is an element of life--not a separate aesthetic ideal. Furthermore, American Indian philosophy does not separate healing from art or religion; the belief is that traditional healing, which uses shamanic knowledge, is consistent across the planet. Comparisons are made in this study between Eskimo stone carving, Tibetan floor design, and Native American art. (Common symbols include birds and the medicine wheel.) Conflicts between Native American healing methods and western methods are identified, and it is explained that the revival of Indian customs are traditions, and western health professionals' recognition of the value of native therapeutic resources, from the mid 1950's to late 1960's, helped alleviate many Indian problems. It is pointed out, too, that the arts played a vital role in the Indian religion, Peyotism, which aims to promote the general well-being (mental and physical) of its members. In conclusion, the major similarities and differences between creative arts therapists and Indian healers are outlined. Creative arts therapists train and work in pre-existing permanent structures whereas the traditional healers are responsible for designing and constructing their own place in society. Indian healers use music, dancing, poetry, sand painting, and mask carving to heal their patients; therefore, it is natural for creative arts therapists to be attracted to Indian healers. (KM)

ED 334 126 SO 021 407

Hamblen, Karen A.
A Case of Legitimation: Art Education's Movement toward Core Curriculum Membership (CCM).
PUB DATE - 91
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Art Education; *Core Curriculum; *Curriculum Development; *Curriculum Problems; *Educational Philosophy; Educational Strategies; Educational Trends; Elementary Secondary Education; General Education; Philosophy; Standardized Tests; *Visual Arts
IDENTIFIERS - Core Curriculum Membership

How art education has evolved to become similar to academic subjects and the art education movement trend toward core curriculum membership (CCM) is the topic of this paper. The approach to art

ED 333 642 EC 300 395

Gowen, Jean W.; And Others

Informational Needs of Parents of Young Children with Special Needs: Technical Report.

SPONS. AGENCY - Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE - 89
NOTE - 46p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Child Rearing; Demography; *Developmental Disabilities; *Disabilities; Early Childhood Education; Family Problems; Fathers; Infants; Information Needs; Interests; Mothers; Parent Attitudes; Parent Background; Questionnaires; Young Children

The study surveyed the informational needs of parents (N=367) of children, ages birth to 8 years, with disabilities and developmental delay. The questionnaire used, revised for this study, attempted to determine information needs by asking about interests and problems in child rearing through the use of "titles" of articles. It also surveyed attitudes and demographic information. Results are summarized for interests, problems, and preferred sources of information by the following categories: fathers and mothers combined; mothers versus fathers; mothers' level of education; mothers' race; mothers' marital status; age of child; gender of child; number of children; child rearing attitudes. Over half the parents expressed a strong concern over whether they could help their children reach their full potential. High readership ratings were given to titles about helping their special needs child adjust, building their child's self-confidence, enhancing learning and academic skills, developing imagination, and discipline. Strong interest was expressed in learning how to deal with the emotional highs and lows of parenting a child with special needs. Mothers with less than a high school education differed from other groups in preferring to get child rearing information from family and friends. In general, parents preferred different sources for information on different parenting topics. The questionnaire is appended. (Includes 33 references.) (DB)

recommendations for program improvement were used as the basis of a set of 50 guidelines, including: start recruitment early; use active learning and small group exercises; find deaf professionals to serve as role models; get captioned films and videotapes; provide a variety of well-organized and pre-planned recreational activities; and provide ongoing feedback to the director through an independent evaluator. (Includes 15 references.) (DB)

ED 333 663 EC 300 419

Sallop, Marvin B.; And Others
Texas School for the Deaf: A New Resource Role for the Center-Based School.
PUB DATE - Aug 90
NOTE - 18p.; Paper presented at the International Congress on Education of the Deaf (17th, Rochester, NY, July 29-August 3, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Community Programs; Curriculum; Deaf Interpreting; *Deafness; *Delivery Systems; Elementary Secondary Education; Information Centers; Inservice Education; Instructional Materials; Parent Education; Program Development; Residential Schools; *Resource Centers; Services; Sign Language; Special Education; Special Schools; Student Evaluation
IDENTIFIERS - *Educational Resource Center on Deafness TX; *Texas School for the Deaf

This report describes the expansion of services by the Texas School for the Deaf, as it develops the Educational Resource Center on Deafness to serve students and professionals throughout the state. The Center provides service functions in the following nine areas: statewide assessment center for the hearing impaired (including comprehensive student assessment and specific area diagnostic evaluation); curriculum/materials (e.g., captioned films, instructional television, and school publications); parent and family education (parent-infant home training and family counseling); public information (deaf awareness and information/referral); sign language and interpreting services; specialized programs and services (summer programs and the State Deaf Youth Convention); staff and professional development (training workshops and technical assistance); community education programs and services (adult basic education and continuing education); and research and development. Services are provided both on campus and off campus and are coordinated by the Center Coordinator. (DB)

learning-disabled young adults, one who was identified as learning disabled in elementary school and the other in college. Their stories appear on the left side of each two-page section, and general information related to their experience follows on the facing right-hand page. The information provided covers the following topics: adjusting to a learning disability; common problems of LD adults in college and beyond; finding and understanding diagnostic evaluations; strategies for success; taking advantage of LD services; roadblocks to success; career planning and pre-work experience; graduate school; choosing the right career; strategies for finding jobs; avoiding and handling problems on the job; compensation and accommodation on the job; disclosure; and understanding one's rights. A resource list of college entrance exams, directories, organizations and support centers, taped texts, and publications concludes the booklet. Stapled to the center of the booklet is a pamphlet by Susan Little titled "An Employer's Guide to Learning Disabilities," which describes learning disabilities and outlines employers' legal duties in interviewing applicants and supervising employees. (JDD)

seven references.) (DB)

ED 333 702 EC 300 470

MacLeod-Gallinger, Janet
The Status of Deaf Women: A Comparative Look at the Labor Force, Educational and Occupational Attainments of Deaf Female Secondary Graduates.
National Technical Inst. for the Deaf, Rochester, N. Y.
SPONS. AGENCY - Department of Education, Washington, DC.
PUB DATE - Apr 91
NOTE - 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Academic Achievement; College Graduates; Compensation (Remuneration); *Deafness; Degrees (Academic); *Education Work Relationship; Employment Level; Employment Patterns; *Females; Followup Studies; Graduate Surveys; Higher Education; High School Graduates; High Schools; Income; Job Satisfaction; Sex Differences
IDENTIFIERS - Secondary School Graduate Followup Prog for Deaf

This study examined the relative status of 4,917 deaf male and female respondents (mean age of 25) on the Secondary School Graduate Followup Program for the Deaf survey from the years 1982 through 1989. Graduates were asked questions pertaining to their labor force participation, continuing education activities, occupations, income, and job satisfaction. Among findings were the following: deaf women complete postsecondary programs as often as deaf males (less than half the rate of hearing peers) and usually earn subbaccalaureate degrees; more females than males earn master's level degrees, but females earn doctorates one fourth as often as males; most of the degrees earned by deaf females are in Business and Office programs; without postsecondary education, deaf youth experience high unemployment rates; females, with or without subbaccalaureate degrees, continue to suffer high unemployment rates beyond age 35; deaf women with baccalaureate degrees are usually professionally employed but earn lower salaries than deaf males and similarly employed hearing persons. Deaf women with or without subbaccalaureate degrees are typically employed in clerical positions (especially in medical records), or as semiskilled or unskilled laborers. A listing of postsecondary instructional programs of currently enrolled respondents is appended. (Includes 39 references.) (DB)

NOTE - 20p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (25th, New York, NY, March 1991).

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)

DESCRIPTORS - Educational Change; *Educational Needs; Elementary Secondary Education; *English (Second Language); Foreign Countries; Postsecondary Education; Second Language Instruction; *Second Language Programs; *Teacher Qualifications; *Teacher Supply and Demand

IDENTIFIERS - Czechoslovakia; *Europe (Central); Hungary; Poland

The Central European countries are currently in transition in all sectors. In education, the greatest challenge is providing sufficient English-as-a-Second-Language (ESL) instruction to meet the expanding demand, particularly after many years in which English was not taught widely in Hungary, Poland, and Czechoslovakia. High pedagogical standards are being challenged by serious shortages of well-trained ESL teachers and materials. In some cases, teachers weak in English language skills or lacking language teacher training are being hired to fill the gaps. Native English-speaking English language training professionals can make a substantial contribution during this time of expansion, but collaboration with local experts will be important to ensure that the methodologies and materials that are developed are appropriate to local cultures and expectations. There are many challenges and difficulties to overcome. Response to these needs in the next few years will lay the groundwork for the future of English language development in the region. (MSE)

Teaching English as a Second Language to Adult Learners"; "Effects of Relaxation Training on Verbal Ability, Sequential Thinking and Spatial Ability"; "Effects of Music-Assisted Relaxation and Mental Rehearsal Training on Acquisition of Piano Performance Skills"; "Metaphoric Teaching: The Use of Metaphor in Teaching Science and Literature"; "Use of Suggestopedia with Limited English Speaking Hispanic Elementary Students"; "Relaxation and Educational Outcomes: A Meta-Analysis"; "A Meta-Analysis of the Effects of Suggestopedia, Suggestology, Suggestive-Accelerative Learning and Teaching, and Super-Learning on Cognitive and Affective Outcomes"; "Alpha Brain Wave Formation by Sine Wave Stereo Sounds"; "Implementing Whole-Brain Methods for Reading Instruction"; "A Suggestopedia Program in Japan"; "Suggestopedia in Terms of the Second Language Acquisition/Learning Theory of Stephen Krashen"; "Effects of Guided Imagery on Basal Metabolic Rate"; "Imagery's Physiological Base: The Limbic System"; and "Learning Research Combining Cognitive Processing and Suggestopedic Variables." (MSE)

ED 333 746 FL 019 245

Bilingual/ESL Education. Success Stories: A Case Study of
  Bilingual/ESL Education. Final Program Evaluation Report.
Texas Education Agency, Austin.
PUB DATE - 90
NOTE - 114p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Administrator Attitudes; Administrator Role; *Bilingual Education Programs; Computer Uses in Education; Curriculum Design; Elementary Secondary Education; *English (Second Language); *Institutional Characteristics; Instructional Materials; Parent Participation; Principals; Program Descriptions; Program Evaluation; *School Effectiveness; *Second Language Programs; Student Placement; Teacher Attitudes; Teaching Methods
IDENTIFIERS - *Texas

The final phase of a three-phase study of bilingual education and English as a Second Language (ESL) programs in 144 Texas school districts is reported. The study was conducted from 1985-86 to 1988-89 through site visits and interviews with administrators and teachers. Descriptive data for six schools, selected for the effectiveness of their programs, are summarized, including information on effective practices in curriculum and instruction, curriculum materials, use of computers, parent and community involvement, the principal's role in coordination and communication, and campus philosophy, goals, and expectations for bilingual education. Results confirm earlier research suggesting that bilingual education program success is more likely in an effective school environment. They also illustrate concern among teachers and administrators for the quality of the school's overall educational program and for bilingual education students as members of the total school population. A list of 29 references, a summary of findings from the study's previous phase, bilingual education student classifications, and participating districts' responses to the study are appended. (MSE) whether that role model was a male faculty member, and perception of the quality of their Stephens College education. Results also confirmed what studies of younger alumnae have found, that a women's college education had a strong positive effect, and that time from graduation, awareness of happenings on campus, and participation in alumnae programs influence donor status. The study also found that, though the external degree students did not participate in residential campus life, they did form important, lasting relationships with faculty and staff. Thirteen references are included. (Author/JB)

ED 333 768 HE 023 510

Computer Integrated Manufacturing Programs in Higher Education.
International Business Machines Corp., Milford, CT. Academic Information Systems.
PUB DATE - Jan 90
NOTE - 28p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Computers; *Computer Science Education; Computer Uses in Education; Engineering Technology; Higher Education; Industry; *Manufacturing; Retraining; *School Business Relationship; Scientific Research; Small Businesses; *Technical Education; Technology
IDENTIFIERS - *Computer Integrated Manufacturing; Fox Valley Technical College WI; Pennsylvania College of Technology; University of Alabama; University of Cincinnati OH; University of Missouri Rolla; University of Southwestern Louisiana

This publication focuses on computer integrated manufacturing (CIM) programs at several higher education institutions which teach the use of computing in manufacturing. The document describes programs at the following institutions: University of Alabama (where researchers are investigating CIM techniques with a key focus on transferring their research to CIM packages easily implemented by small businesses); the University of Cincinnati's Center for Computer Integrating Manufacturing (where an outreach arm introduces manufacturers to CIM techniques, an educational arm offers undergraduate courses and employee retraining programs, and the research arm works to integrate the manufacturing process); Fox Valley Technical College (where affiliation with local businesses and responsiveness to the requirements of regional manufacturers has made it a leading CIM institution); University of Missouri-Rolla (which has constructed a CIM Center where undergraduates in a manufacturing technology program and senior/graduate-level students in an interdisciplinary course design and make products); Pennsylvania College of Technology and its 71 career-oriented programs (which provide hands-on education to more than 4,000 students); University of Southwestern Louisiana (which has joined with industry to revitalize Louisiana industry through technical innovation, procurement assistance, training and research facilities, and a new CIM center for the apparel industry. (JB)

Collective Bargaining Agreement: Kent State University and American Association of University Professors, Kent State Chapter. Effective September 16, 1989.

American Association of Univ. Professors, Washington, D.C.; Kent State Univ., Ohio.

PUB DATE - 13 Sep 89

NOTE - 82p.; Document contains small print.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE - Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS - Access to Information; Arbitration; *Collective Bargaining; *College Faculty; *Contracts; *Employment Practices; Equal Opportunities (Jobs); Faculty Evaluation; Faculty Workload; Fringe Benefits; Governance; Grievance Procedures; Higher Education; Job Layoff; Personnel Policy; Reduction in Force; *State Universities; Teacher Dismissal; Teacher Employment Benefits; Teacher Placement; Teacher Promotion; Teacher Salaries; Teacher Strikes; Tenure; Unions

IDENTIFIERS - *AAUP Contracts; American Association of University Professors; *Kent State University OH

The collective bargaining agreement between Kent State University and the Kent State chapter of the American Association of University Professors is presented. Detailed are policies under the following 14 articles: recognition and dues deduction; management rights; governance (faculty participation at several levels); grievances and appeals procedures; sanctions for cause; faculty workload (regular academic year and summer and intersession workload); retrenchment; promotion and tenure; salaries and benefits (for academic years 1989-90, 1990-91, 1991-92, summary of previous provision); no strike no lockout; association rights; notification of nonreappointment and resignation; miscellaneous; duration and negotiation procedure. Several addenda contain university policy regarding promotion, faculty tenure, and teaching load as well as salary schedules for overload and summer teaching for 1989, 1990, and 1991. (JB)

LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Collected Works - General (020), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Accountability; *College Outcomes Assessment; Decision Making; *Educational Quality; *Evaluation Research; *Evaluation Utilization; Foreign Countries; *Higher Education; *Institutional Evaluation; Program Evaluation; Research Design; Research Methodology; Resource Allocation

This book contains 24 essays addressing higher education evaluation and published in the International Journal of Institutional Management in Higher Education between 1979 and 1986. They are as follows: "The Evaluation of Higher Education: An Introductory Note" (Maurice Kogan); "Allocation of Public Funds on Instructional Performance/Quality Indicators" (Grady Bogue); "Northeast Missouri State University's Value Added Assessment Program: A Model for Educational Accountability" (Charles J. McClain et al.); "Assessment of Institutional Effectivesness at the University of Tennessee, Knoxville" (Trudy W. Banta et al.); "A Commentary on the Northeast Missouri and Tennessee Evaluation Models" (Marianne Bauer); "Improvement of Education through Internal Evaluation (AMOS)" (Pieter J. D. Drenth et al.); "A Preliminary Assessment of a New Method of Course Evaluation Based on Directed Small Group Discussions" (Robert W. Talbot and Georges Bordage); "Institutional Self Evaluation in Sweden" (Ann-Marie Furumark); "Assessing Institutional Performance: The Importance of Being Careful," (Leonard C. Romney et al.); "The Second Irony: The System of Institutional Evaluation in the United States" (H. R. Kells); "Institutional Performance Assessment Under Conditions of Changing Needs" (John Sizer); "Le Comite National d'Evaluation. An Innovation in French Higher Education" (Andre Staropoli); "Academic Program Review and the Determination of University Priorities" (Frederick E. Balderston); "Peer Review and Partnership: Patterns of Validation in the Public Sector of Higher Education in the United Kingdom" (John Brennan); "A Ten Year Perspective on Faculty Evaluation" (Richard I. Miller); "Evaluating Basic Units: Seven Fundamental Questions" (Rune Premfors); "Methods for the Evaluation of Research" (Michael Gibbons); "Resource Allocation Based on Evaluation of Research" (Michael Gibbons); "Resource Allocation Based on Evaluation of Research" (Rune Fransson); "Evaluation and Funding of University Research: Where Does the Need Lie?" (Jean Marie Archambault); "Excellence Versus Relevance: The Evaluation of Research" (Mary Henkel); "The Use of Bibliometric Data as Tools for University Research" (H. F. Moed et al.); "A Case Study on the Evaluation of Research at the Technical University of Denmark" (Peter Rasmussen); "The Evaluation of Research: An Economic Process" (Anne M. T. Rouban); and "External Assessment of Dutch Research Programmes" (Jack Spaapen). Contains 207 references and an index. (GLR) design may contribute to the incidence of non-completion. The book includes a list of 25 references, an index to the text and many charts throughout which display the data. (JB)

ED 333 828 HE 024 684

Higher Education Issues in the 102nd Congress. A Guide for College and University Presidents and Government Relations Officers.
American Council on Education, Washington, D.C.
PUB DATE - 90
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Access to Education; Biomedicine; Engineering; *Federal Aid; Finance Reform; Government School Relationship; *Higher Education; *National Programs; *Political Issues; School Taxes; Science Education; Scientific Research; Student Financial Aid; Student Loan Programs; Torts
IDENTIFIERS - *Congress 102nd

This document outlines the issues of importance to higher education that face the 102nd Congress of the United States Government of which three have paramount importance: (1) securing adequate funding of student assistance programs; (2) assuring tax policies which provide maximum incentives to enlarge the nation's technical and professional skills and expand the frontiers of knowledge; and (3) providing steady growth of support for academic science, engineering, and biomedical research. The bulk of the text organizes the issues under the congressional committees handling them beginning with a long section on the Appropriations Committees and the need to set priorities for federal funding to strengthening post secondary opportunity, to support the science, engineering and biomedical research base, and to fund national purpose programs. Other highlights include urging the Commerce Committees to support tort reform to protect institutions of higher education who are often the developers but not the manufacturers of products. The Education and Labor Committees are urged to reauthorize the Higher Education Act and to consider various recommendations regarding that act from the higher education community. The document also suggests that the Finance/Ways and Means Committees consider recommendations regarding taxation of charitable contributions and of institutions. (JB) focuses on EC activities and EC higher education in practice. The third chapter, "Towards a New European Higher Education Policy", outlines results of a study which surveyed 700 higher education experts, and offers suggestions regarding the major obstacles to enhance internationalization (maintaining national autonomy, languages, recognition of courses). This chapter also reviews previous attempts, possible scenarios, and the export of student grants and loans. The fourth chapter, "The U.S. Case: the Potentiality of Federal Higher Education Policy," assesses the balance of power within the U.S. system and its favorable aspects. The final chapter, "Towards an Agenda for European Higher Education Policy," offers a series of recommendations, a list of possible barriers, and a review of conclusions. Thirty-seven references are included. (JB)

ED 333 848 HE 024 708

McDaniel, Olaf C.
Seventeen Authorities on U.S. Higher Education.
Netherlands Ministry of Education and Sciences, The Hague.
PUB DATE - 91
NOTE - 89p.; For related documents, see HE 024 704-709.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Access to Education; Delphi Technique; *Educational Policy; Educational Quality; *Educational Trends; Financial Support; Foreign Countries; Government Role; *Government School Relationship; *Higher Education; *Institutional Autonomy; Institutional Characteristics; Institutional Mission; Political Influences; Private Colleges; Public Colleges; Social Change
IDENTIFIERS - United States

One of a series of studies related to the Delphi research project: "Policy Instruments for Higher Education in the Western Europe of the Future", this paper presents interviews by a Dutch researcher with 15 authorities on U.S. higher education and the written contributions of two other experts: M. Peterson, E. Hines, M. Gade, G. Rhoades, A. McGuinness, F. Volkwein, E. Boyer, R. Geiger, T. Manning, P. Smith, T. Marchese, P. Hutchings, D. Bok, J. Folger, A. Tomlinson, C. Kerr, and E. El Khawas. Each of the interviews touches on some or all of the following topics: the present situation and expectations of the U.S. higher education system; specific characteristics of higher education in the U.S. in particular autonomy, multiplicity of funding sources, diversity, competition and accessibility; the federal government's role; the state government's role; methods for assessing teaching quality; accessibility of higher education; institutional behavior, in particular adaptability and responsiveness to new social demands; the role of faculty; the role of institutional mission statements; and the importance of public sector education. (JB)

Services.
PUB DATE - 90
NOTE - 103p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Bibliographies (131)
DESCRIPTORS - *Childrens Libraries; Elementary Education; Films; Guidelines; Handicrafts; Music; Poetry; *Preadolescents; *Public Libraries; *Reading Programs; *Recreational Reading; Scripts; Seafarers; *Summer Programs
IDENTIFIERS - Book Talks

Designed for use by children's librarians in organizing and conducting a summer reading program for children 5 through 12 years of age, this "log book" contains suggestions for activities related to a seafaring theme together with lists of selected materials relevant to the particular activities. Samples of a press release and several public service announcements are provided as well as a suggested script for a school visit by the librarian prior to the beginning of the program. Each journey (section) has suggested stories, booktalks, poetry, music, crafts, games, community resources, and assorted other ideas. The journeys include: (1) Down to the Sea in Ships (boating skills and seamanship; barques, brigs, and galleons; and adventures on the high seas); (2) Jolly Rogers (pirates); (3) Blow Ye Winds (storms at sea and lighthouses); (4) Beneath the Sea: Underwater Treasures (fish and other sea creatures, including mermaids and mermen); (5) Land Ho! (visits to islands and their inhabitants); and (6) A Booty of Buried Treasure. A final section, Epilogue, contains a maze/puzzle ("Amazing Weather") and a script for a puppet show based on "The Ghost in the Lagoon" by Natalie Savage Carlson. A master bibliography brings together all of the materials cited in the manual, including books, records and cassettes, periodicals, and an annotated listing of state library films. Answer sheets for games and an index by types of activity conclude the manual. (BBM)

Agreement Document form; and a Union List of Item Selections by Montana Depository Libraries. (BBM) colleges that have a higher student transfer record; (2) interviews also suggested that the transfer status of a two-year college may be perpetuated by the historical relationship in which the two-year college acts as a feeder school for certain four-year institutions; and (3) low-transfer community colleges have high minority enrollments suggesting that minorities have fewer options to transfer to four-year institutions than non-minority students attending schools with higher transfer rates. A 13-item bibliography is included. (PAA)

ED 333 904 JC 900 337

Survey of Substance Abuse Policies and Programs in the Public Community Colleges in Illinois.
Illinois Community Coll. Board, Springfield.
PUB DATE - Jun 90
NOTE - 32p.; Small, filled print in tables may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Numerical/Quantitative Data (110), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Alcohol Abuse; Alcohol Education; Community Colleges; *Drug Abuse; Drug Addiction; Drug Rehabilitation; Employee Assistance Programs; Health Programs; Questionnaires; School Counseling; School Policy; State Surveys; *Substance Abuse; Two Year Colleges
IDENTIFIERS - *Illinois

In April 1988 a survey was conducted by a Board Committee on Substance Abuse to study illegal drug and alcohol abuse policies and procedures at Illinois community colleges. Of the 39 community college districts surveyed, 36 had policies, guidelines, or procedures addressing substance abuse; the remaining 3 districts had plans to adopt them in the future. All substance abuse programs for students were administered by student services administrators. Substance abuse programs for employees were administered primarily by personnel/human resources administrators. Thirty districts reported having formal information substance abuse programs for students; 37 districts indicated they provided information to full-time students, and 36 to part-time students. Approximately one-third of the colleges also provided informational substance abuse programs to the community. Twenty-two districts reported having programs for employees. The most common approaches used by colleges to deliver information included printed brochures, informational speakers, films/videos, and health and psychology courses. For fiscal year 1990, 26 districts budgeted institutional funds for informational programs on substance abuse. The amount of money budgeted ranged from $100 to $38,933. External funding was sought by 18 districts; among these districts, 12 received grants from the Fund for the Improvement of Postsecondary Education. Substance abuse rehabilitation programs were available for students in 9 districts and were being developed at 9 other districts. Formal disciplinary processes were developed by 36 districts in place of handling student substance abuse cases, and by 32 districts for handling employee substance abuse incidents. Disciplinary policies and procedures were founded on two underlying premises: disciplinary sanctions should be designed progressively to coincide with the nature and seriousness of the infraction, and districts should provide for due process in disciplinary matters. Appendixes include survey instrument and tables of survey results. (WJT) who obtained "critical scores" on both tests had about a 67% chance of failing the first mathematics course attempted. If only the results of the ASSET test were used, a student who tested "critical" had a 53% chance of failing the first mathematics course. Using both tests offered a better chance of identifying at-risk students. Further statistical analysis suggested that 8% of the variance in grades was accounted for by the ASSET scores alone and that 3% of the variance was accounted for by the Piaget scores alone. Possible explanations for the lack of grade-predictive power of the tests are offered, along with suggestions for further research. (JMC)

ED 333 922 JC 910 314

Report on Fiscal and Compliance Accountability: Fiscal Year 1989-90. Report 91-2.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE - Jun 91
NOTE - 49p.; For an earlier report, see ED 307 909.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Accountability; Average Daily Attendance; College Planning; Community Colleges; *Compliance (Legal); *Educational Finance; *Financial Audits; *Financial Policy; Financial Services; Money Management; State School District Relationship; State Standards; State Surveys; Two Year Colleges
IDENTIFIERS - *California Community Colleges

The results of various California community college financial audits and reviews for fiscal year (FY) 1989-90 are presented in this report. Section I explains the scope, purpose, and procedures of annual financial and compliance audits that are conducted to evaluate financial statements, encourage sound fiscal management practices, ensure proper use of public funds, and strengthen fiscal accountability at the district level. This section includes an analysis of the 592 citings contained in the FY 1989-90 audits. Section II describes the design and implementation of a system for monitoring and evaluating the financial condition of community college districts. Section III presents results of audits of district attendance accounting and reporting procedures, completed to ensure compliance with state reporting regulations. This section includes a discussion of the most commonly cited categories in FY 1989-90 (i.e., problems related to instructor credentials, intercollegiate athletic reporting, and course repetition). Section IV focuses on audits of districts' use of funds from a variety of state and federal programs (e.g., disabled students programs and services and Carl D. Perkins Vocational Education Act programs) with specific requirements, practices, and procedures for determining student eligibility and expenditures. A concluding section reviews the new definitions of community college accountability mandated by Assembly Bill 1725, as well as new and prospective changes in Governmental Accounting Standards Board regulations. Appendixes provide federal and state compliance requirements, contracted district audit manual revisions, and detailed financial condition monitoring procedures. (JMC)

ED 333 940 JC 910 332

Program Review/Evaluation Policy and Procedures.
Colorado Northwestern Community Coll., Rangely.
PUB DATE - 91
NOTE - 66p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Aviation Technology; Community Colleges; Cost Effectiveness; *Evaluation Criteria; Evaluation Methods; Program Costs; Program Descriptions; *Program Effectiveness; *Program Evaluation; Program Improvement; Recordkeeping; *Records Management; *Self Evaluation (Groups); Two Year Colleges

At Colorado Northwestern Community College (CNCC), all educational programs, as well as student services and support functions, are formally reviewed/evaluated in depth at least once every five years. This nine-part outline, providing a step-by-step description of the program review process at CNCC, includes the following sections: (1) the value of program review and evaluation in maintaining educational excellence; (2) a definition of the term "program"; (3) a list of the 10 objectives of program review; (4) the program review process, including sub-sections on the master schedule, program self-study, program review committee, analysis of program review by administrative cabinet, president's report to the board of trustees and to state agencies, and data collection and application in the program review process; (5) performance criteria for the assessment of quality, which reviews the need for the program, productive delivery of program activities/services, effective use of program resources, cost efficiency, program outcomes, unique features of successful instructional programs, and special criteria; (6) a time line for program reviews; (7) a status report to respond to the program review; (8) oversight responsibility for program reviews; and (9) guidelines for program review reports. Appended are copies of two completed CNCC program reviews, one evaluating the records office, and the other evaluating the Aviation Technology program. Both reports examine the need for the program, productive delivery of services, effective use of program resources, cost efficiency, and program outcomes, and conclude with a series of recommendations. (PAA)

project activities; a brief project evaluation summary; and a list of recommendations. Appendixes, which comprise the bulk of the report, include retreat application materials; a participant's packet; daily newsletters; the retreat facilitator's training package; a copy of the "contract for action" completed by participants; participant evaluation forms and responses; copies of COMPENDIUM, the two-year college home economics newsletter; and the exemplary projects awards package. (PAA)

ED 333 958 JC 910 357

Improvement of Job Placement Services.
McGillicuddy (Shirley) & Associates, Sierra Madre, CA.; Mount San Antonio Community Coll. District, Walnut, CA.
SPONS. AGENCY - California Community Colleges, Sacramento. Office of the Chancellor.; California Placement Association.
PUB DATE - 91
NOTE - 64p.; For a related document, see JC 910 366.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Ancillary School Services; College Graduates; Community Colleges; *Employment Services; *Job Placement; Program Effectiveness; Program Evaluation; *Program Improvement; School Surveys; Student Employment; Summative Evaluation; Two Year Colleges; Two Year College Students
IDENTIFIERS - *California Community Colleges

The Improvement of Job Placement Services Project was undertaken to examine and strengthen job placement services and programs in the California community colleges. Specific objectives of the project were to: (1) select and convene a 12-member representative advisory committee to oversee project operations working with the California Placement Association; (2) identify existing practices, procedures, and standards employed by California community college job placement offices and develop a "state of the art" position paper; (3) define criteria and quality indicators to serve as guidelines for local college/district placement efforts, utilizing a 24-member Task Force; and (4) publish a job placement operational handbook for distribution to all California community colleges. Using data from existing surveys of job placement programs, the Task Force members convened in January and March 1991 to develop key activities and related quality indicators deemed essential to the success of job placement programs. The Task Force then sent a draft publication to all 107 California community colleges, as well as to industry representatives, for their review and recommendations. Responses from 50 colleges/agencies were summarized and merged into the existing Activities and Quality Indicators. This report includes a review of the anticipated and actual outcomes of the project; a list and flow-chart of major activities conducted; a brief project evaluation summary; and a review of dissemination procedures. The bulk of the report is comprised of appendixes which include a list of Task Force and Advisory Committee members; the state of the art position paper; field survey forms and response summaries; Task Force meeting agendas; and implementation guidelines. (PAA)

Effects of Maternal Self-Concept, Parity, and Marital Status on Development of the Vulnerable Child Syndrome.

PUB DATE - Apr 91
NOTE - 5p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Birth Weight; *Child Health; *Demography; *Marital Status; *Mothers; Premature Infants; *Psychological Characteristics; *Self Concept
IDENTIFIERS - *Vulnerable Child Syndrome

A total of 130 mother-infant pairs participated in a study of the relation of maternal psychological and demographic variables to the vulnerable child syndrome, a condition in which parents persist in viewing their children as vulnerable following recovery from a serious medical complication. The following hypotheses were tested: (1) mothers who have newborns with medical complications will experience a decrease in self-esteem after delivery; (2) mothers of newborns with medical complications will be more likely to consider their children difficult to care for, use pediatric care inappropriately and be dissatisfied with their care, and experience parenting problems that result in Department of Human Services (DHS) involvement; and (3) multiparity, married status, and greater self-esteem will be associated with more positive outcomes. Comparison of study groups on selected health outcomes consistently demonstrated more negative outcomes for mother-infant pairs in which the infant had experienced some neonatal complication. The outcomes that were most dependent on the quality of the mother-child relationship appear to have been most affected by the neonatal experience. Mothers of infants with medical complications, and especially those who deliver preterm, may persist in viewing their children as especially difficult to care for, and appear to be at higher risk for parenting problems. Maternal self-concept, parity, and marital status demonstrated limited relationships with the outcomes of interest, but higher self-concept and parity may provide mothers some advantages in relating to their infants. (RH)

NOTE - 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, April 18-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Age Differences; *Childhood Attitudes; Elementary School Students; *Individual Development; Preschool Children; *Significant Others; *Social Networks; *Young Children

Differences in 4- and 6-year-old children's perceptions of their inner social circle, their major sources of emotional and problem solving support, their reasons for choosing a particular source of support, and the types of behaviors they view as supportive in various stressful situations were studied. Mother, father, siblings, grandparents, teachers, other adults outside the household, and peers at school and in the neighborhood were investigated as sources of support. A total of 24 children 4 years of age and 29 public school students 6 years of age were asked to think of all the people they knew at home, in the neighborhood, and at school, and any relatives or friends who lived far away. They were then asked to name the people who were "very special" to them. Hypothetical stories about stressful or problematic situations common to young children were then presented. In each, subjects were asked who would help them feel better by providing emotional support, or help them solve the problem by providing problem solving support. They were also asked why they would turn to each individual and what that person would do to help. Dolls were used as concrete props children could manipulate and speak through. Analysis of variance showed that 6-year-olds and girls named more special others than did 4-year-olds and boys. For support, parents and peers figured most prominently at both ages. Results suggest that peers are perceived as a significant source of support for children, even when they are as young as 4 years of age. (Author/RH)

ED 334 020 PS 019 740

Blair, Violet R.
The Role of Fathers in the Family as Portrayed by Authors of Children's Picture Books.

PUB DATE - May 91
NOTE - 19p.; Requirement for a Library and Information Science Course, Northern Illinois University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Dissertations/Theses - Undetermined (040)
DESCRIPTORS - Child Rearing; Children; *Childrens Literature; *Family Environment; *Fathers; Heads of Households; Parent Attitudes; Parent Child Relationship; Parent Influence; *Parent Role; *Picture Books; Role Models; Sex Role; *Social Change
IDENTIFIERS - Role Transmission

This study analyzed children's picture books in order to determine the extent to which they reflect the changing roles of fathers in the family. Thirty books with a father as a main character and a publication date between 1980 and 1990 were randomly selected. Six possible father roles were determined. These were housekeeper, caregiver, companion, bread winner, absent father, and father who lives elsewhere. Ninety percent of the books showed fathers as companions to their children. Sixteen percent depicted the father in the traditional breadwinner role. These findings indicate that the authors of children's picture books are reflecting changing attitudes and behaviors of fathers. A list of the books used in the study, and a bibliography of 10 items, are provided. (BC)

Experience. An Interview with Margaret Eriacho, Kaylene Gchachu, and Odell Jaramillo.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE - May 91
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Collected Works - Serials (022)
DESCRIPTORS - *American Indian Education; *Class Activities; Curriculum Development; *Elementary School Curriculum; Experiential Learning; Interviews; Learning Activities; Primary Education; *Teaching Methods
IDENTIFIERS - *Community Based Education; *Zuni (Pueblo)

In interview excerpts, three teachers at Dowa Yalanne Elementary School on the Zuni Indian Reservation discuss ways they use community resources to help their students learn. The teachers explain the importance of introducing concepts by grounding them in familiar activities from home and community. They suggest that, for them, the "basics" of education are sensory input, oral language, sharing, and problem solving. Class activities that integrate school, home, and community are described: (1) outdoor walks to observe the change of seasons and to collect "beach sand" for understanding stories about sandcastle building; (2) biscuit making (Anglo) to teach measurement and tortilla making (Zuni) to teach estimation; (3) building little pueblos from stones and mud; (4) painting on sandstones with homemade dyes; (5) teaching shapes from traditional geometric designs on clothing; (6) taping children's stories in Zuni; (7) journal keeping; and (8) discussing Easter and Christmas and whether or not those Anglo traditions are relevant to different Zuni families. (SV)

Identification and Recruitment (ID&R) of Preschoolers. Burning Issues Series .
National Preschool Coordination Project, San Diego, CA.; San Diego County Office of Education, CA.
SPONS. AGENCY - California State Dept. of Education, Sacramento. Office of Migrant Education.
PUB DATE - 91
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Enrollment; *Identification; *Migrant Children; Migrant Education; Migrant Programs; *Preschool Children; Preschool Education; *Student Recruitment; *Young Children

Improving identification and recruitment of preschool migrant children is one of the goals of the Preschool Coordination Project. Migrant recruiters may be failing to identify preschool-aged children because they believe there are no services for them. However, although federal regulations do not mandate services for every identified migrant child, they do fund on the basis of total number of identified children. Infants that are signed up when found will automatically generate funding on their third birthday. Failure to enroll preschool children may limit funding for the most needy and eliminate the option of serving preschoolers should circumstances change. To locate preschoolers, recruiters must visit migrant housing, shopping areas, churches, and other community gathering places. Coordination with other agencies, childcare programs, and migrant employers may also be helpful. Charting enrollment by age on a bar graph will indicate whether preschool enrollment is as high as other grades and whether young children are being overlooked by recruiters. Recruiters must avoid making assumptions about what migrants are like. Migrant status is not dependent on or affected by wealth, membership in a particular ethnic group, a move to live with non-migrants, or generation (children of migrant children may qualify). This information packet includes a sample enrollment bar graph and information about the Migrant Student Record Transfer System (MSRTS). (SV)

(6) additional activities designed for the enrichment of mathematical thought; and (7) appendices that contain ideas for alternative evaluation methods and for practical uses of the NCTM publication, "The Arithmetic Teacher." (JJK)

ED 334 078   SE 052 165

Cain-Caston, Marlene
Parent and Student Attitudes toward Mathematics as They Relate to Third Grade Mathematics Achievement.
PUB DATE - May 86
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Affective Measures; *Attitude Measures; *Elementary School Mathematics; Grade 3; *Mathematics Achievement; Mathematics Education; *Parent Attitudes; *Parent Student Relationship; Primary Education; *Student Attitudes
IDENTIFIERS - California Achievement Tests; *Dutton Mathematics Attitude Scale; Mathematics Education Research

Previous research has indicated that a student's attitude toward mathematics has a significant influence upon that student's level of mathematics achievement. Consequently, the promotion of positive student attitudes toward mathematics should be an important goal, not only for the educator, but also for the parents. The purpose of this study was to investigate and determine the extent of the relationship between both parents' and students' attitudes toward mathematics, as measured by the Dutton Attitude Scale, and students' level of achievement (high, average, or low) in mathematics, as measured by the California Achievement Test (Mathematics Form E). The subjects involved were 220 third-grade students and their parents, comprising nine classes; four classes were heterogeneously grouped into self-contained settings, whereas the remaining five classes were heterogeneously grouped into departmentalized settings. The findings indicated that there was no significant correlation between mothers' attitudes toward mathematics and students' attitudes toward mathematics; however, a significant negative correlation was found between fathers' attitudes toward mathematics and students' attitudes toward mathematics. Further, no significant relationships were discovered between the students' level of mathematics achievement and any of the three measures of attitudes towards mathematics; nonetheless, implications of a direct influence of parental attitudes upon student achievement were indicated. (JJK)

PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Correctional Institutions; Creative Dramatics; Creative Teaching; Elementary Secondary Education; Foreign Countries; *History; *History Instruction; Instructional Materials; Learning Activities; *Role Playing; Social Studies; Student Projects; *Student Research; Teaching Methods
IDENTIFIERS - *Australia (Tasmania); Nineteenth Century History

Part 1 of this five-part project invites students of the Tasmanian region of Australia to explore the history of Port Arthur, a 19th century penal colony located in Tasmania. The project is based on three ideas: (1) studying history can be educational and enjoyable; (2) imagination is an essential part of studying history; and (3) history is most of all a means by which to seek to understand the present--one's self and society as it exists now. Part 1 of the project contains six sections: (1) introducing "Port Arthur Alive"; (2) getting started on imaginative role play; (3) simple drama structures; (4) building stories from opposite concepts; (5) visiting Port Arthur; and (6) further reading and historical sources. (DB)

ED 334 101 SO 021 199

Port Arthur Alive: Exploring Past and Present, 2. Extended Activities.
Tasmanian Education Dept., Hobart (Australia).
PUB DATE - 86
NOTE - 38p.; For related documents, see SO 021 198-202.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Correctional Institutions; Creative Dramatics; Creative Teaching; *Dramatic Play; Elementary Secondary Education; Foreign Countries; *History; *History Instruction; Instructional Materials; Learning Activities; Role Playing; Social Studies; Student Projects; *Student Research; Teaching Methods
IDENTIFIERS - *Australia (Tasmania); Nineteenth Century History

Part 2 of this five part project asks students of the Tasmanian region of Australia to explore the history of Port Arthur, a 19th century penal colony located in Tasmania. The project is based on three ideas: (1) studying history can be educational and enjoyable; (2) imagination is an essential part of studying history; and (3) history is most of all a means by which to seek to understand the present--one's self and society as it exists now. Part 2 of the project contains activities that primarily involve students in creative role play and dramatic re-enactment of events and people's lives at Port Arthur. The drama structures include: (1) bushrangers; (2) a colonial town; (3) Port Arthur society; (4) crime in the 19th century; (5) a court case; and (6) designing a prison. (DB) testing methods is used as an example of how qualification, accountability, and predictability of learning outcomes are being employed to legitimate art study as a discrete discipline with core curriculum status. To examine the characteristics and processes of legitimation as art education moves towards CCM, the following issues are discussed: (1) current trends in art education and art policy, (2) characteristics of general education, (3) relationships between current trends in art education and characteristics of general education, and (4) the testing of art learning as illustrative of the movement toward general education characteristics. It is essential that these aspects of change in art education are documented and analyzed. The modernity characteristics of standardization and efficiency, which testing embodies, obscure the fact that this model for art education is a matter of choice and that there are other possibilities for change. (KM)

ED 334 127   SO 021 415

Smith, Ralph A., Ed.; Simpson, Alan, Ed.
Aesthetics and Art Education.
SPONS. AGENCY - Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE - 91
NOTE - 397p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - General (020), Books (010)
DESCRIPTORS - *Aesthetic Education; Aesthetic Values; *Art Education; Creativity; *Curriculum Development; Dance; *Educational Philosophy; Elementary Secondary Education; Fine Arts; Foreign Countries; Music Education; Philosophy; Theory Practice Relationship
IDENTIFIERS - *Aesthetics; England

Divided into five parts, this anthology analyzes various aspects of the theory and practice of aesthetics and aesthetic education. Each part contains an introduction and articles by various authors. Part 1, "Aesthetics as a Field of Study," outlines aesthetic questions, case problems, types of aesthetic theory, and recent aesthetics in England and the United States. Part 2, "Some Problems of Aesthetics," presents analysis of the concepts of creativity, aesthetic experience, interpretation, critical evaluation, and art itself. Part 3, "Purposes of Aesthetic Education," discusses the arts as basic education, philosophy and theory of aesthetic education, teaching art in public schools, and the usefulness of aesthetic education. Part 4, "Curriculum Design and Evaluation," addresses such issues as the pursuit of excellence in arts education and detecting and assessing aesthetic learning and development. Approaches to curriculum design are discussed along with the cognitive and moral outcomes of aesthetic education. Part 5, "Teaching and Learning in Aesthetic Education," describes the character of critical discussion, and how teachers must have knowledge of its principles and possible levels of discourse. This can help them teach relevant concepts of aesthetic criticism and understand the conceptual character of works of art. (KM)

ED 334 128 SO 021 416

Insights: Museums, Visitors, Attitudes, Expectations. A Focus Group Experiment.

Getty Center for Education in the Arts, Los Angeles, CA.; J. Paul Getty Museum, Malibu, CA.

PUB DATE - 91

NOTE - 185p.; Document is accompanied by a video tape of the same title.

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE - Reports - Research/Technical (143), Collected Works - Proceedings (021)

DESCRIPTORS - Art Appreciation; *Art Education; Attitudes; *Audience Analysis; Audience Response; *Museums; Research Methodology; Research Projects; Visual Arts

IDENTIFIERS - Focus Groups Approach; Getty Center for Education in the Arts; J Paul Getty Museum CA

This report summarizes the findings of a research project involving a consortium of American art museums that joined forced to understand themselves better from the perspective of their visitors. The project had three objectives: (1) to identify staff expectations and impressions of public expectations about art museums; (2) to evaluate public expectations about art museums and compare them to actual experiences; and (3) to explore educational insights of visitors and nonvisitors of art museums. Eleven art museums participated in this project and focus group methodology was used. Five to six focus groups were conducted for each of the museums. Divided into three parts, part 1 of the report contains the summary of the museum focus groups and outlines the major findings for the following topics: staff expectations; nonvisitation; museum experience; orientation; information; layout and organization; physical surroundings and presentations; communication of benefits; and employees. Part 2 presents the proceedings of a colloquium held in Phoenix, Arizona, November 15-18, 1989, concerning the focus group experiment. Part 3 consists of Museum Project synopses. Each participating museum was looking for visitor reactions to different projects. Summaries describe these projects, their perceived needs, objectives, and estimated expenses. A list of colloquium participants concludes the report. (DM)

ED 334 129 SO 021 420

Walesh, Sidney L.

Teaching the Arts: Miami's New World School of the Arts.

PUB DATE - Apr 91

NOTE - 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)

DESCRIPTORS - Academic Education; *Art Education; Case Studies; *College School Cooperation; Curriculum Development; *Educational Facilities Design; Educational Innovation; Effective Schools Research; Faculty Recruitment; Grade 10; Grade 11; Grade 12; Higher Education; High Schools; *Magnet Schools; *School Construction; Student Recruitment; Theater Arts; Visual Arts

IDENTIFIERS - *Dade County Public Schools FL; *New World School of the Arts FL

This case study of the New World School of the Arts (Miami, Florida) outlines the planning, problem solving, and management involved in establishing the school. The New World School is both a public

ED 334 149 SP 033 054

1989 Student Survey Results: HIV-Related Knowledge, Attitudes, and Behaviors. Summary.
Colorado State Dept. of Education, Denver.
PUB DATE - 89
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Acquired Immune Deficiency Syndrome; High Schools; *High School Students; *Knowledge Level; *Student Attitudes; *Student Behavior; Surveys
IDENTIFIERS - *Colorado

In 1989, the Colorado Department of Education, in cooperation with the Centers for Disease Control, administered the Acquired Immune Deficiency Syndrome/Human Immunodeficiency Virus (AIDS/HIV) Student Survey to randomly selected Colorado students (1,851), excluding the Denver Public Schools, grades 9-12. The sample was fairly equally divided by gender and grade level, with older students representing 95 percent of the sample, but it was overrepresentative of white/non-Hispanic students (83 percent). The survey revealed that Colorado students are interested in and informed about AIDS/HIV infection, although substantial proportions had not received instruction in it in school. Only 46 percent knew where to get tested for HIV infection. Students were generally willing to associate with AIDS/HIV infected students. Nearly all students were aware that a person can become infected from sharing needles used to inject drugs, that an infected person can infect someone else during sexual intercourse, that one can contract AIDS/HIV infection by having sexual intercourse without a condom. Ninety percent knew that a pregnant woman who has AIDS/HIV infection can infect her unborn baby with the virus; 91 percent knew that there is currently no cure for the infection. The majority of students knew that one cannot get AIDS/HIV infection from using public toilets or from being in class with infected individuals. Despite this level of information, student sexual behaviors remain a serious concern. Also, about half the students have some misconceptions about sources of AIDS/HIV infection (e.g., blood tests and mosquito bites). (AMH)

ED 334 150 SP 033 071

Leinhardt, Gaea
Towards Understanding Instructional Explanations.
Center for the Study of Learning, Pittsburgh, PA.; Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Aug 90
NOTE - 40p.; Partial funding received from the James S. McDonnell Foundation.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Classroom Communication; Communication Research; *Discourse Modes; Grade 5; Grade 11; High Schools; *History Instruction; Intermediate Grades; *Mathematics Instruction; Teaching Methods
IDENTIFIERS - *Explanations

This paper is designed to extend a dialogue on the nature of explanations to include instructional explanations. The paper explores the distinctions between specific types of explanations, (common, disciplinary, self, and instructional) with respect to

ED 334 171 SP 033 151

Jeffery, Peter, Ed.
Set. Research Information for Teachers. Number One 1991.
Australian Council for Educational Research, Hawthorn.; New Zealand Council for Educational Research, Wellington.
PUB DATE - 91
NOTE - 63p.; "SET" is produced twice-yearly by the New Zealand and Australian Councils for Educational Research.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - Children; *Educational Research; *Educational Resources; Elementary Secondary Education; Foreign Countries; High Risk Students; Literacy; Mass Media Effects; Mathematics Instruction; Money Management; Nontraditional Education; Parents as Teachers; Recall (Psychology); *Reference Materials; Student Evaluation; Teacher Effectiveness; Teaching (Occupation); Terminal Illness
IDENTIFIERS - Australian Council for Educational Research; Global Warming; Greenhouse Effect; New Zealand Council for Educational Research

This set of materials incorporates research information for everyone interested in education: teachers, administrators, students, lecturers, and actively involved parents. Included are leaflets and brief reports designed for a quick read, private study, staff meetings, in-service courses, or small group discussions. This package contains 14 research studies: "The Greenhouse Effect" (Ann Henderson Sellers and Russell Blong); "Children's Attitudes to the Natural Environment" (Theo Gerritsen); "Teaching Money Making" (Scott Holmes, Penelope Hanley, and Mark Jackson); "How Young Pupils' Memories Work" (John Morton); "Solving—Not Solving" (Roger Dominowski and Linda Buyer); "Working With Children Who Have a Life-Threatening Illness" (Ruth Still); "Accommodating At-Risk Pupils" (Sandra Miller, Gaea Leinhardt, and Naomi Zigmond); "What Do Teachers Do All Day?" (Roger Peddie); "From Disadvantaged to Advantaged" (Peter Munn and June Stephenson); "A Role for Print Literacy in a Free Communications Market?" (David Marc); "Dealing with Procrastination" (Bill Rogers); "Exemplary Teaching" (Colin Boylan, David Battersby, Andrew Wallace, John Retallick, and John Edwards); "Parents Teaching in Schools" (Jacqueline McGlip); and "Evaluating Learning in Mathematics" (Ken Carr and Garth Ritchie). (LL)

ED 334 172 SP 033 152

Nentwig, Peter, Ed.
Evaluation in In-Service Education of Teachers: A Collection of Case-Studies from 6 European Countries.
Association for Teacher Education in Europe.
PUB DATE - 89
NOTE - 119p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Collected Works - General (020), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Case Studies; *Course Evaluation; Elementary School Teachers; Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; Evaluators; Foreign Countries; *Inservice Teacher Education; Postsecondary Education; School Based Management; Secondary School Teachers
IDENTIFIERS - Austria; Denmark; England; Europe; Germany; Netherlands; Spain

ED 334 191 SP 033 186

Dash, Roger, Ed.
The Challenge—Preparing Teachers for Diverse Student Populations. Roundtable Report.
Far West Lab. for Educational Research and Development, Berkeley, Calif.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Sep 88
NOTE - 36p.; Edited papers presented at a roundtable discussion sponsored by the Southern Service Center of Far West Laboratory (Fall 1987).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Cultural Pluralism; *Educational Change; Elementary Secondary Education; Higher Education; Limited English Speaking; Majority Attitudes; *Media Selection; Minority Group Children; *Multicultural Education; *Teacher Education Curriculum; *Teacher Effectiveness; Teacher Expectations of Students; Teaching Methods

To prepare teachers for working with diverse student populations, teacher education reform must advance from a course in multicultural education to the level of an organized and integrated component of the teacher education curriculum. This roundtable discussion identifies the major principles at issue in bringing about such a change in the teacher education model. The roundtable participants were educators from colleges, universities, and school districts representing Arizona, California, Nevada, and Utah. The report follows the structure of the roundtable itself in which leaders made a presentation and then led discussion on three key topics: (1) "Cultural Patterns Affecting Teacher and Student Expectations" (A. Anderson and E. Diaz); (2) "Matching Instructional Strategies with Purposes for Diverse Settings" (M. Berg); and (3) "Effective Teachers of Diverse Students" (A. Watkins). A conclusion drawn from the roundtable is that three principles must underscore the teacher education program: teacher preparation is an all-university responsibility; to function effectively, teachers must exhibit willingness to select instructional materials and methods that are free of racial, sexual, and ethnic bias; and the commitment to educating minority youth must be unequivocal. (AMH)

ED 334 192 SP 033 192

Making Staff Development Pay Off in the Classroom. Research Brief # 4.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE - Apr 91
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Academic Achievement; Achievement Gains; Case Studies; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; *Participative Decision Making; *School Based Management; Teacher Effectiveness; *Theory Practice Relationship
IDENTIFIERS - New York City Board of Education

The strong emphasis on staff development stems, at least in part, from studies of innovation that proliferated in the wake of "A Nation at Risk" (1983). Current guidelines for staff development provide specific information about instructional strategies that

ED 334 211 TM 016 632

Luk, HingKwan; Jacobs, Lucy C.
A Comparison of Nonmetric Temporal Path Analysis with Linear Models Approach Using Actual and Hypothetical French Placement Data.
PUB DATE - Apr 90
NOTE - 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Achievement Tests; College Entrance Examinations; Comparative Analysis; *French; Higher Education; *Language Tests; *Path Analysis; Predictive Measurement; Probability; Regression (Statistics); Simulation; *Undergraduate Students
IDENTIFIERS - College Board Achievement Tests; *Linear Models; *Nonmetric Temporal Path Analysis; Placement Tests

Two studies that compare the use of analysis of patterns in time (APT) (formerly non-metric temporal path analysis) and the linear models approach (LMA) are reported. In the first study, scores on the College Entrance Examination Board French Achievement Test (CEEBFAT), number of years of study of high school French (YHSF), and course achievement points (CAPs) of 87 undergraduate students at Indiana University (Bloomington) were analyzed. The 87 subjects were placed in one of three different levels of French courses. A linear regression analysis was conducted with placement test score (PTS) and YHSF as predictor variables and CAPs as the dependent variable. APT was subsequently used in data analyses. The LMA-predicted probabilities were compared to APT probabilities using the chi-square goodness-of-fit test. In the second study, a hypothetical data set was constructed in which CAP was not correlated with YHSF and PTSs; thus, the data set lacked linearity. Both the actual and hypothetical data sets had the same number of subjects in each corresponding PTS category/YHSF block. LMA and APT analyses were conducted on this hypothetical data set as in the first study. The results of these two studies show that APT is a more powerful tool than LMA in analyzing data with no inherent linear or deterministic relations. APT probabilities retain more specific information in the data by not averaging data across levels of various variables, as in LMA. APT is thus a better tool for analyzing stochastic educational processes. However, the results fail to illustrate a very important component of APT--temporal sequencing. Nine data tables are included. (RLC)

ED 334 212 TM 016 633

Yoes, Michael E.; Ho, Kevin T.
The Degree of Person Misfit on a Nationally Standardized Achievement Test.
PUB DATE - Apr 91
NOTE - 34p.; Paper presented at the Annual Meeting of the National Council on Measurement in Educatiun (Chicago, IL, April 4-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Achievement Tests; Comparative Testing; Elementary Secondary Education; Estimation (Mathematics); *Goodness of Fit; National Programs; Reading Comprehension; Reading Tests; Science Tests; Simulation; Spelling; *Standardized Tests; Testing Programs; *Test Interpretation
IDENTIFIERS - Ability Estimates; *Person Fit Measures; Stanford

ED 334 230 TM 016 738

Donoghue, John R.; Allen, Nancy L.
"Thin" versus "Thick" Matching in the Mantel-Haenszel Procedure for Detecting DIF.
PUB DATE - Apr 91
NOTE - 36p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; Difficulty Level; *Equations (Mathematics); *Item Bias; Item Response Theory; *Mathematical Models; Monte Carlo Methods; Sample Size; Test Format
IDENTIFIERS - Item Discrimination (Tests); *Mantel Haenszel Procedure

This Monte Carlo study examined strategies for forming the matching variable for the Mantel-Haenszel (MH) differential item functioning (DIF) procedure. Data were generated using a three-parameter logistic item response theory model, with common guessing parameters. The number of subjects and test length were manipulated, as were the difficulty, discrimination, and presence of DIF in the studied item. Each replication of a test represented a test administration. Replications were made at two levels: replication within test administrations, and replication of responses to the studied items for each test administration. There were 20 replications for responses to the studied item, and 20 replications of administrations within test conditions. "Thin matching" (the use of the total score as the matching variable for MH) was compared to forms of "thick matching" (forming the matching variable by pooling total score levels). Outcome measures included the transformed log-odds delta(sub MH), standard error (delta(sub MH), and the MH chi square. The results indicate that "thick matching" can improve the performance of the MH procedure for detecting DIF. For short tests (5 to 10 items), "thin matching" yielded very poor results, with a tendency to falsely identify items as possessing DIF against the reference group. For long tests (40 items), especially with adequate sample sizes (1,600), "thin matching" yielded the best results of any method examined. Tests of intermediate lengths yielded similar results for "thin matching" and the best methods of "thick matching". Implications for the use of auxiliary information in DIF studies are discussed. Ten data tables and a 21-item list of references are included. (RLC)

ED 334 231 TM 016 747

Davis, Jo Ann; Price, Elaine J.
Public Elementary and Secondary State Aggregate Data, by State, for School Year 1989-1990 and Fiscal Year 1989. E.D. Tabs.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 61p.; Data Series: DR-CCD-89/90-2.1.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Attendance; *Educational Finance; *Elementary Schools; Elementary Secondary Education; Enrollment; Expenditure per Student; High School Graduates; *National Surveys; *Public Schools; School Funds; School Personnel; *School Statistics;

ED 334 250 TM 016 834

Paulson, F. Leon; Paulson, Pearl R.
The Ins and Outs of Using Portfolios To Assess Performance. Revised.
PUB DATE - May 91
NOTE - 12p.; Expanded version of a paper presented at the Joint Annual Meeting of the National Council of Measurement in Education and the National Association of Test Directors (Chicago, IL, April 4-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; *Learning Processes; *Portfolios (Background Materials); *Student Evaluation
IDENTIFIERS - Comparative Method; Environmental Beauty Estimation Method; Large Scale Programs; *Performance Based Evaluation; Stakeholder Evaluation

Concerns about using portfolios (collections of student work showing student effort, progress, or achievement in one or more areas) in large-scale assessments are addressed. The products in a portfolio allow the reviewer to make inferences about the process of student learning. Hence, a portfolio should include information about the activities that produced the portfolio and a narrative in which the student describes the learning that took place. Stakeholders in the portfolio review process are identified, and the role of instructional goals and determination of contents of the portfolio are discussed. Standardized input-output assessments that evaluators usually use are viewed as poorly suited to portfolios. The implications of chaos theory for educational measurement and, more specifically, portfolio evaluation is outlined. The use of multiple perspectives and differing criteria in analyzing portfolios are illustrated via a comparison with movie reviewers. The place of reliability and validity assessments in portfolio assessments and the use of generalizability theory are discussed. Two methods that accommodate the diversity required of portfolio assessments are outlined: (1) the Environmental Beauty Estimation Method used by the United States Forest Service, and (2) the Comparative Method used by sociologists in studying comparative political systems. The use of scaling techniques and the importance of holistic as well as analytic judgments are discussed. A 39-item list of references is included. (TJH)

ED 334 251 TM 016 835

Paulson, F. Leon; Paulson, Pearl R.
The Making of a Portfolio.
PUB DATE - Feb 91
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Academic Achievement; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Learning Processes; *Material Development; *Models; *Portfolios (Background Materials); *Student Evaluation
IDENTIFIERS - *Cognitive Model for Assessing Portfolios; *Performance Based Evaluation; Stakeholder Evaluation

A framework is suggested for presenting a student portfolio in a coherent fashion. The Cognitive Model for Assessing Portfolios (CMAP) is an organizer that arranges the processes associated with portfolios into the following three dimensions: (1) the

ED 334 271 TM 016 919

Lam, Tit-Loong; Foong, Yoke-Yeen
Development and Evaluation of Hierarchical Testlets in Two-Stage Tests Using Integer Linear Programming.
PUB DATE - Apr 91
NOTE - 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at....' (150)
DESCRIPTORS - *Adaptive Testing; Algorithms; *Computer Assisted Testing; Computer Simulation; Evaluation Methods; Item Response Theory; *Linear Programing; Mathematical Models; *Test Construction; Test Interpretation
IDENTIFIERS - *Integer Programming; Testlets; *Two Stage Testing

This simulation study involved the design of two two-stage tests in which the routing tests and the second-stage measurement testlets took the form of a multidimensional knapsack problem with prespecified target informations and constraints to be enumerated using the algorithm of E. Balas. Two conventional tests of similar length to the two-stage tests were developed by random selection of items from the same item pool. Item responses of 1,000 simulees on 240 items were generated using the computer program DATAGEN based on the three-parameter item response model. Analysis of the degree in which the true abilities were recovered showed that the inaccuracies and root square mean errors for the two-stage designs were lower than those for their conventional counterparts. Fidelity coefficients were also higher and compared well with the results of previous adaptive test procedures. Three tables and three graphs accompany the discussion. (Author/SLD)

ED 334 272 TM 016 920

Foong, Yoke-Yeen; Lam, Tit-Loong
The Use of the Graded Response Model in Computerized Adaptive Testing of the Attitudes to Science Scale.
PUB DATE - Apr 91
NOTE - 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at....' (150)
DESCRIPTORS - *Adaptive Testing; Algorithms; *Attitude Measures; *Computer Assisted Testing; Computer Simulation; Foreign Countries; Grade 8; Junior High Schools; *Junior High School Students; Mathematical Models
IDENTIFIERS - Attitudes To Science Scale; *Graded Response Model; Singapore; *Two Stage Testing

The graded response model for two-stage testing was applied to an attitudes toward science scale using real-data simulation. The 48-item scale was administered to 920 students at a grade-8 equivalent in Singapore. A two-stage 16-item computerized adaptive test was developed. In two-stage testing an initial, or routing, test is followed by a second-stage testlet of greater or lesser difficulty based on performance. A conventional test of the same length as the adaptive two-stage test was selected from the 48-item pool. Responses to the conventional test, the routing test, and a testlet were simulated. The algorithm of E. Balas (1965) and the multidimensional knapsack problem of optimization theory were used in test development. The simulation showed the efficiency and accuracy of the two-stage test with the graded

ED 334 290 UD 028 051

Stiffman, Arlene Rubin, Ed.; Davis, Larry E., Ed.
Ethnic Issues in Adolescent Mental Health.
PUB DATE - 90
NOTE - 360p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Collected Works - General (020)
DESCRIPTORS - *Adolescents; Antisocial Behavior; Delinquency; *Ethnic Groups; *Ethnicity; *Mental Health; *Minority Groups; Sexuality; Substance Abuse; Suicide; Violence; *Youth Problems

The essays collected in this book examine the effects of ethnicity on the mental health of adolescents. A dual set of issues emerges throughout the volume: the importance of adolescent mental health in contributing to adult well-being, and the necessity of understanding ethnicity in studying and treating mental health problems. The book is divided into five parts, each of which covers a specific mental health problem. Part 1, "General Mental Health Issues," contains the following chapters: (1) "Mental Health Issues of Black Adolescents: Implications for Policy and Practice" (Jewelle Taylor Gibbs); (2) "Ethnic Identity Development and Psychological Adjustment in Adolescence" (Jean S. Phinney, Bruce T. Lochner, Rodolfo Murphy); (3) "Psychocultural Factors Affecting the Mental Health Status of Mexican American Adolescents" (John M. Chavez, Collette E. Roney); and (4) "The Mental Health of Asian American Teenagers: A Research Challenge" (William T. Liu, Elena S. H. Yu, Ching-Fu Chang, Marilyn Fernandez). Part 2, "Antisocial Behavior/Violence/Delinquency," presents: (5) "Violence and Minority Youth: An Ecological Perspective" (Nora S. Gustavsson, Pallassana R. Balgopal); (6) "In Pursuit of Affirmation: The Antisocial Inner-City Adolescent" (Cheryl L. Thompson); and (7) "Hispanic Adolescents and Antisocial Behavior: Sociocultural Factors and Treatment Implications" (Orlando Rodriguez, Luis H. Zayas). Part 3, "Sexuality," consists of the following chapters: (8) "High Risk Sexual Behavior among Black Adolescents" (Algea Harrison); (9) "Social Support and Teen Pregnancy in the Inner City" (Brenda G. McGowan, Amy Kohn); (10) "Black Teens Parenting in the Inner City: Problems and Recommendations" (Sandra Y. Lewis); and (11) "Pregnant and Parenting Black Adolescents: Theoretical and Policy Perspectives" (William Marsiglio, John H. Scanzoni). Part 4, "Substances: Use and Abuse," includes the following chapters: (12) "Social Competence as a Framework for Addressing Ethnicity and Teenage Alcohol Problems" (Edith M. Freeman); (13) "The Role of Family Factors in the Primary Prevention of Substance Abuse among High Risk Black Youth" (Ura Jean Oyemade, Valora Washington); (14) "American Indian Adolescents: Combating Problems of Substance Use and Abuse through a Community Model" (E. Daniel Edwards, Margie Egbert-Edwards); and (15) "Hispanic Adolescents and Substance Abuse: Implications for Research, Treatment, and Prevention" (Melvin Delgado). Part 5, "Suicide," contains: (16) "Suicidal Behavior among Minority Youth in the United States" (Karen F. Wyche, Mary Jane Rotheram-Borus); and (17) "Suicide among Black Adolescents and Youth Adults: A Rising Problem" (Essie Manuel Rutledge). Each chapter includes a list of bibliographic references. Biographical information on the contributors is appended. (AF)

ED 334 291 UD 028 052

Arkin, Elaine Bratic, Ed.; Funkhauser, Judith E., Ed.
Communicating about Alcohol and Other Drugs: Strategies for Reaching Populations at Risk. OSAP Prevention Monograph-5.

ED 334 309 UD 028 127

Grannis, Joseph C.
Meeting the Goals of School Completion. ERIC/CUE Digest No. 68.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Feb 91
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - American Indians; Asian Americans; Black Students; *Dropout Prevention; *Dropout Programs; Dropout Research; Federal Programs; *High School Graduates; High Schools; Hispanic Americans; *Racial Differences; *Student School Relationship; White Students
IDENTIFIERS - *African Americans; ERIC Digests; *National Education Goals 1990

President Bush's National Education Goals for the year 2000 include increasing the percentage of students graduating from high school, increasing the percentage of dropouts who return later to complete a high school degree or its equivalent, and closing the gap in graduation rates between minority group students and White students. Census figures indicate that the overall dropout rate increased between 1968 and 1989, and that the school completion rates for Hispanic American students and Native American students lag far behind the rates of African American students and White students. Student engagement with school has emerged as the single most important factor in dropout prevention and school completion. The following categories of dropout prevention program characteristics are essential to promoting student engagement: (1) relevance of school; (2) academic success; (3) students' positive experience of the school environment; and (4) school accommodation to outside factors. In addition, a successful dropout prevention program must include clear school completion goals, which must be regularly monitored, and district and school accountability. Long-term improvements in school completion rates will require both school improvement and improvements in larger social problems, such as health care, housing, unemployment, and job discrimination. A list of 13 references is appended. (FMW)

ED 334 310 UD 028 128

Schwartz, Wendy
Teaching Limited English Proficient Students To Understand and Use Mathematics. ERIC/CUE Digest No. 70.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Mar 91
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Curriculum Development; Elementary School Mathematics; Elementary Secondary Education; *Instructional Improvement; *Limited English Speaking; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Teachers; Program Descriptions; Secondary School Mathematics; *Teacher Attitudes
IDENTIFIERS - Active Mathematics Teaching; ERIC Digests

ED 334 328 UD 028 148

A Prospectus on Project PRIME: A Project To Improve Minority Education.
Arizona State Univ., Tempe. Hispanic Research Center.
PUB DATE - 90
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Acceleration (Education); *Career Education; *College Preparation; Educational Improvement; High School Students; Junior High School Students; Mathematics Education; *Minority Groups; Parent Participation; *Paying for College; Pilot Projects; Science Careers; Secondary Education
IDENTIFIERS - *Project PRIME AZ

Project PRIME is a multifaceted accelerated academic program that identifies minority group junior and senior high school students with academic aptitude and prepares them for college. Arizona is the site of Project PRIME's national demonstration pilot project because the state has a culturally diverse population and accessible urban, suburban, and rural areas. The goal is to double the number of students who attend college and to triple the number of students who major in science, engineering, and mathematics. The following components are described: (1) Algebridge, an accelerated mathematics program for seventh and eighth grade students; (2) Mathematics, Engineering, Science Achievement (MESA), an accelerated program for high school students identified as having potential for careers in mathematics; (3) TestSkills, a 15-week course to prepare high school sophomores to take the standardized tests required for college admission and scholarships; (4) Options for Excellence, an accelerated program for high school students that requires them to do college-level work; (5) Parents as Partners, a program to teach parents how to support their children's academic efforts; (6) Financial Aid and Academic Planning Information, a program that helps students and parents select high school courses and obtain financial aid; and (7) I Have a Dream, a program that provides financial resources for students to attend college. Total costs are calculated at $80 per student unit of service. Statistical data are presented in one table and six graphs. (FMW)

ED 334 329 UD 028 150

Jordan, K. Forbis; And Others
Alternative State Funding Allocation Methods for Local School District Programs To Serve "At-Risk" Students: "Project FAIR."
Arizona State Univ., Tempe. Coll. of Education.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 30 Nov 90
NOTE - 211p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Dropout Prevention; *Dropout Programs; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Financial Needs; High Risk Students; National Surveys; Questionnaires; Research Needs; *Resource Allocation; *State Aid; Urban Schools

Project "FAIR" identified and evaluated alternative funding mechanisms for allocating state resources to support programs and services for at-risk youth. Information was gathered through the high school and college, providing intensive training in the performing and visual arts, as well as a full academic curriculum. A brief history, highlighting the schools' evolution is presented. Extensive planning was undertaken from 1984 to 1987 prior to the employment of full-time staff. The report outlines how the school is structured both internally and externally. Details about the selection of staff and pupils are provided. The curriculum provides specialized arts training for students in the secondary school grades 10 through 12 and at the college level through the baccalaureate degree. The location, facilities, and sources of finance are described. The intensive planning process and This success has been repeatedly demonstrated and validated by the achievements of the students in national arts competitions. In the final section, future prospects and challenges are outlined. Appendices describing the Organization Structure; Ethnicity Distribution, High School and College; College Residency; Location (Past and Present); The Funding Formula; and Enrollment History and Projections are included. (KM)

ED 334 130 SO 021 466

Hausman, Jerome J.
Art Education and the Development of Self-Concept.
Center for Arts in Education, Chicago, IL. Urban Gateways.
PUB DATE - 91
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Art Education; Art Teachers; *Creativity; Elementary Secondary Education; Negative Reinforcement; *Personality Development; Self Actualization; *Self Concept; *Social Development; Teacher Responsibility; Thinking Skills; Visual Arts
IDENTIFIERS - Barkan (Manuel); Csikszentmihalyi (Mihalyi); Freud (Sigmund); Mead (George Herbert)

References are often made in art education literature about how art can enhance individuals' self-concepts. This document discusses the work of authors, Manuel Barkan, George Herbert Mead, and Sigmund Freud, who support this concept. Barkan's theory concerning how an individual's personality develops and changes by interacting socially is analyzed. In creating visual art forms, a similar interaction occurs between the creator and the artwork. The Mihalyi Csikszentmihalyi's book, "Flow-The Psychology of Optimal Experience," (1990) is offered as a way to discuss what happens to the individual when involved in the creation of a visual form. Csikszentmihalyi's study suggests the conditions under which "optimal experience" is attained. The latter's final condition states that self identity and one's work are inextricably linked and a stronger sense of self emerges after the experience is over. How achievement in one experience does not necessarily transfer into another activity is explored and the conclusion is drawn that self-concepts develop through processes of interactions. Many young people receive negative reinforcements in their day-to-day experiences and the argument is made that it would be naive to expect isolated arts experiences to counteract all these negatives. However, art teachers should seize and build on positive experiences when students get involved in creative challenges. Although the present emphasis on cognitive learning in art education is welcome, this needs to be balanced with a comprehensive approach to how students are encouraged and supported in their feelings about themselves. (KM)

ED 334 131 SO 021 467

specific features (problem type, initiation, evidence, form, and audience). Given this context three examples of instructional explanations are explored: one by a teacher in history, one by a student in history, and one by teachers and students together in mathematics. These three examples of instructional explanations are discussed and inspected with respect to the initiating condition for the explanation, the devices used in the explanation, and the rules for closure or evidence. Instructional explanations form a core part of all teaching whether or not the style is didactic or dialogue based. Knowing what the aspects of good explanations are, how these aspects are learned, and how to improve them is important for the education of teachers and for the general improvement of education. (Author/IAH)

ED 334 151 SP 033 080

Paraprofessional Training Manual.
Chapter 1 Rural Technical Assistance Center, Portland, OR. Region 6.; Chapter 1 Rural Technical Assistance Center, Portland, OR. Region 7.; Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - 90
NOTE - 23p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - American Indians; Elementary Secondary Education; Interprofessional Relationship; Limited English Speaking; School Community Relationship; Staff Development; Staff Meetings; *Supervision; *Teacher Aides; *Teacher Role; *Team Training
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1

This manual is designed to assist paraprofessionals and teachers in forming a strong instructional team dedicated to helping Chapter 1 students succeed in the regular school program. Paraprofessionals often arrive in Chapter 1 classrooms with little or inadequate training. In addition, Chapter 1 and regular classroom teachers working with teacher aides rarely have a clear notion of how best to use the paraprofessional's skills. In many cases, both the teacher and the paraprofessional must learn their respective roles, and how to work together, on the job. This manual contains two sections: (1) "Through the Teacher's Eyes" featuring suggestions for teachers working with paraprofessionals; and (2) "Through the Paraprofessional's Eyes" containing suggestions and guidelines for paraprofessionals working with teachers and Chapter 1 students. The manual emphasizes the role which the paraprofessional can play as a liason between the school and the community, especially with Native American students and students with limited English proficiency. (IAH)

ED 334 152 SP 033 081

King, Frederick; Sommer, Andy
Beyond Work Sheets.
Chapter 1 Rural Technical Assistance Center, Portland, OR. Region 6.; Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY - Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE - Aug 90
NOTE - 106p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.

Easily accessible publications which report procedures and results of real evaluation studies of inservice teacher education are lacking. Therefore, this collection of case studies was initiated by the Association for Teacher Education in Europe (ATEE) to provide some practical help for practitioners. The first section of the volume is a general introduction to the case studies by W. Bunder, R. Lauterbach, and P. Nentwig. This section explains the purpose of the study, the structure of the case descriptions, the course descriptions, the evaluation of the courses in terms of decisive fields, and the evaluation of the courses in terms of specific questions. The introductory section also provides a comparative survey of the cases. The six case studies in section 2 are of inservice teacher education courses evaluated in six different countries: Netherlands, Spain, England, Denmark, Austria, and Germany. The case studies all follow the same structure: a brief description of the educational system, a course description, and a two-fold approach to the study of the evaluation, consisting of a description of the evaluation according to the model used for the inservice course itself and answers to a list of questions. Findings indicate that the majority of cases initiate evaluation to improve the present course or a future version of it and that, in most cases, the evaluators are those involved in the inservice. (AMH)

ED 334 173   SP 033 156

Meeting the Challenge: Recruiting Classroom Teachers for Missouri's Future. Report and Recommendations of the CBHE Task Force on the Recruitment of Missouri's Future Teachers.
Missouri Coordinating Board for Higher Education, Jefferson City.
PUB DATE - Dec 90
NOTE - 43p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Admission Criteria; Alternative Teacher Certification; College School Cooperation; Elementary Secondary Education; Higher Education; Minority Groups; *Preservice Teacher Education; Secondary School Curriculum; *Student Characteristics; Student Financial Aid; *Teacher Recruitment
IDENTIFIERS - Knowledge Base for Teaching; *Missouri

This report presents recommendations made by the Task Force on the Recruitment of Missouri's Future Teachers. The task force was established by the Missouri Coordinating Board for Higher Education (CBHE). Specific recommendations focus on the following issues: (1) collaboration on school/college issues by the State Board of Education and the CBHE; (2) entry-level academic achievement of Missouri's future teachers; (3) subject area knowledge of Missouri's future teachers; (4) student financial aid programs; (5) alternative entrance to the profession; and (6) enhanced research in teaching through Centers of Eminence in Teaching. Additional issues requiring further study were identified: salaries paid to teachers and conditions of work; content and structure of the curriculum required to become a certified teacher; length of the school year and contract period for teachers; and teacher shortages in certain geographical regions and selected disciplines. Appendixes include: "Entrance Requirements to Missouri's Teacher Education Programs"; "Profile of Missouri's Teachers and Teacher Education Programs in Missouri: Executive Summary"; and "Survey of Teacher Education in the State of Missouri: Executive Summary." (IAH)

ED 334 174   SP 033 157

promote student achievement, and the kinds of interventions that help teachers master those strategies. This Research Brief summarizes the recent literature on staff development, focusing on 5 strategies that emerged in the late 1980s. In particular, it looks at staff development from the viewpoint of School Based Management/Shared Decision Making (SBM/SDM), which the New York City Schools have been attempting to introduce. The five strategies that are the focus of this brief are: (1) the importance of staff development for promoting student achievement; (2) linking research and practice, often through joint inquiry on a particular issue; (3) collaborative models, such as coaching and teamwork; (4) changing the culture of the organization toward collaborative work structures that encourage more interdependence among teachers; and (5) helping teachers meet the challenges of SBM/SDM, a setting in which staff development is central to the mission of the school. An insert, "Trendlines USA," provides information on case studies that highlight the importance of staff development to SBM/SDM. Thirty-two references are cited. (AMH)

ED 334 193 SP 033 197

Delgadillo, Fernando
Do Teachers Who Know Students Better Teach More?
PUB DATE - 91
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Action Research; *Classroom Communication; Elementary Secondary Education; Higher Education; Labeling (of Persons); Parent Attitudes; Parent Teacher Conferences; *Predictive Validity; *Predictor Variables; Student Records; *Teacher Effectiveness; Teacher Expectations of Students; *Teacher Student Relationship; *Urban Schools
IDENTIFIERS - University of Wisconsin Milwaukee

A popular concept in education indicates that effective instruction requires the teacher to know the child. A study was conducted at the University of Wisconsin-Milwaukee in order to determine where this knowledge comes from. A group of 15 teachers enrolled in the graduate school listed their students and indicated which students they knew something about or knew nothing about. They then predicted which students would be the top three in the class and which would be the bottom three. At the end of the semester a second exercise was completed in which they indicated the sources of knowledge about each student. Findings suggest that when the teacher does know more about the child, such knowledge does not come directly from the child but rather from parent conferences, student records, other teachers, or school specialists. Furthermore, these teachers knew almost nothing about one-third of the 372 students involved in the study. It can be recommended that teachers first learn more about their students from the students themselves and supplement this knowledge by interacting with the students' home life. The question which serves as the title of this article is still largely unanswered. Tables depicting four elements of teacher/student knowledge are included. (LL)

ED 334 194 TM 014 148

Aschbacher, Pamela E.
Writing RFPs for Assessment Programs. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Achievement Tests

How two students with the same number-correct score, calculated by dramatically different patterns of responses, can achieve the same ability estimate is demonstrated. The present study investigated the incidence of person misfit to the model in a nationally standardized test of achievement devised using the Rasch item response theory model. It was hypothesized that if guessing occurs frequently and the Rasch model is not robust enough to handle it, then the percentage of examinees with aberrant response patterns (i.e., persons misfitting the model) should be high. Using student data for grades 3 through 12 from the science, reading comprehension, and spelling subtests of the spring 1988 administration of the Stanford Achievement Test (STAT) (Eighth Edition), response patterns were analyzed with three indicators of person fit (unweighted Rasch mean square fit, INFIT, and standardized likelihood). Data for 45,442 examinees on the science subtest, 47,040 examinees on the reading comprehension subtest, and 46,332 examinees on the spelling subtest were analyzed for each of the STAT and simulated data sets. The percentages of students in the national standardization sample identified by each indicator and by all three as potentially misfitting the Rasch model are presented along with a baseline analysis of model-fitting simulation data. Results of this study indicate that the percentage of students identified as misfitting the model is small. While the utility and choice of person fit indicators may be arguable, the data show the usefulness of the Rasch model for educational applications. Seven data tables and five graphs are included. (RLC)

ED 334 213 TM 016 635

Hsiung, Tung-Hsing; Olejnik, Stephen
Power of Pairwise Multiple Comparisons in the Unequal Variance Case.
PUB DATE - Apr 91
NOTE - 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at....' (150)
DESCRIPTORS - *Comparative Analysis; Equations (Mathematics); *Estimation (Mathematics); *Mathematical Models; Sample Size; Simulation
IDENTIFIERS - *Multiple Comparisons; *Paired Comparisons; Power (Statistics); Type I Errors

Using computer simulated data, the Type I error rate and statistical power were empirically estimated for several pairwise multiple comparison strategies for situations where population variances differ. Focus was on comparing modified Bonferroni procedures with Dunnett's solutions, and determining whether or not J. P. Shaffer's suggestion of using the omnibus test would work when population variances differed. Three factors were manipulated: sample size, variance heterogeneity, and pattern of population mean differences. Twenty-four different combinations of sample sizes and variance patterns were examined for the single factor four group design. The results indicate that all eight contrast procedures considered controlled the familywise Type I error rate under the nominal 0.05 level. In terms of statistical power, the Games-Howell procedure generally provided the greater power in identifying at least one significant difference. However, the magnitude of the any-pair power difference was very small. J. P. Shaffer's (1979) enhancements to the Bonferroni approach provided greater average power per contrast as well as the greatest power in identifying all significant pairwise differences. The results

*Secondary Schools; State Surveys; Statistical Data; Tables (Data); Teacher Student Ratio
IDENTIFIERS - Aggregation (Data)

Information on public elementary schools and secondary schools is presented for the 1989-90 school year and the 1989 fiscal year. Statistics are based on data collected via two of the four surveys of the Common Core of Data conducted annually by the National Center for Education Statistics and provided by state education agencies from their administrative records. Information is presented in tabular form for each of the following parameters: (1) school membership by grade and state; (2) student-teacher ratio, student membership, and teachers by grade level and state; (3) number of staff employed in school systems and percentage of total staff by category and state; (4) number of graduates, 12th-grade student membership, and 9th-grade student membership, 3 years earlier, by state; (5) change in number of graduates and 12th-grade student membership from 1988 to 1989 by state; (6) revenues for schools by source and state; (7) percentage distribution of total revenues for schools by source and state; (8) current expenditures for schools by function and state; (9) percentage distribution of current expenditures for schools by function and state; (10) average daily attendance and current expenditures per pupil by function and state; (11) student membership and current expenditures per pupil by function and state; (12) current expenditures for employee benefits by state; and (13) total current capital outlay and debt service expenditures by state. Appendix A presents 12 tables with revised final tabulations for the school and fiscal years. Appendix B contains the survey forms for the State Nonfiscal Survey of Public Elementary and Secondary Education and the National Public Education Financial Survey. (SLD)

ED 334 232   TM 016 748

Multiple Choices: Reforming Student Testing in New York State. A Report of the NYSUT Task Force on Student Assessment.
New York State United Teachers.
PUB DATE - Jan 91
NOTE - 37p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Academic Achievement; *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Methods; Multiple Choice Tests; *Performance; *Standardized Tests; *State Programs; *Student Evaluation; Testing Problems; Testing Programs; *Test Use
IDENTIFIERS - *New York

New York State United Teachers (NYSUT) established a Task Force on Student Assessment in the spring of 1990, which was designed to: review available information on testing principles and practices; make recommendations for reform of testing; and communicate its findings to NYSUT members. Ten recommendations were made, centering on the necessity for establishing high standards for student performance and the need for teacher involvement in development and implementation of student assessment. Principles of the ideal assessment are articulated in light of what is currently wrong with assessment in New York State. Emphasis is given to the proper roles of multiple-choice and standardized testing. It is concluded that students and state citizens will be better served by a system of assessment that: (1) is based on clear and challenging state goals for student achievement; (2) ends overreliance on short-answer paper-and-pencil tests; (3) incorporates performance assessments to provide a clearer and more stakeholder dimension, which identifies the viewpoints of individuals or groups with an interest in the portfolio; (2) the activity dimension, which describes the actual process involved in building a purposeful, interrelated collection of student work; and (3) the historical dimension, which is sensitive to changes over time. The CMAP interrelates the processes of assembling a portfolio, but gives little guidance about the specific contents. Stakeholders must make these decisions in accordance with the stated rationale and issues to be examined. The activity dimension of the CMAP contains an evaluation component that requires stakeholders to examine the portfolio and make judgments about its contents. Portfolios illustrate educational outcomes in relation to conditions that affect learning. Using the CMAP model, teachers, students, and others can enhance the process of developing the portfolio. Three figures are included. (SLD)

ED 334 252 TM 016 839

Barell, Martin C.
New York: The State of Learning: Statewide Profile of the Educational System. A Report to the Governor and the Legislature on the Educational Status of the State's Schools for 1989-90.
New York State Education Dept., Albany.
PUB DATE - Jan 91
NOTE - 360p.; For a related document, see TM 016 841.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Academic Achievement; Administrator Characteristics; Annual Reports; *Educational Assessment; Educational Finance; Elementary Secondary Education; Enrollment Trends; Graphs; *Profiles; *Public Schools; *School Statistics; State Schools; *State Surveys; Statistical Data; Tables (Data); Teacher Characteristics
IDENTIFIERS - *New York

The third annual report on the educational status of New York State-supported elementary schools and secondary schools for the 1989-90 school year is presented. Based on legal mandates, the report addresses enrollment trends; indicators of student achievement in reading, writing, mathematics, science, and vocational courses; graduation, college attendance, and employment rates; and information concerning teacher and administrator preparation, turnover, inservice education, and performance. All such information is displayed, to the extent practicable, on a statewide basis, for four community types, and by racial/ethnic group and gender. Community types include New York City, large city districts, other city districts, and non-city districts. During the 1989-90 school year, approximately 3.0 million students attended New York schools. It is concluded that certain subgroups of the state student population are disproportionately represented in the various measures of academic success and failure. Large, urban school districts continue to place below other public school districts in the State in almost all measures of academic performance. The patterns of inequality of educational outcomes and the breadth of these inequalities between minority and non-minority children have not changed since this report was first published in 1988. Fifty-seven figures and 132 tables are included. A description of data sources is appended. (TJH)

ED 334 253 TM 016 840

Woods, Nathaniel A.
The Effects of Systematic Desensitization on Test-Anxious Students

response model in estimating attitude trait levels, as evidenced by better results from the two-stage test than its conventional counterpart and the reduction to one-third of the length of the original measure. Six tables and three graphs are included. (SLD)

ED 334 273   TM 016 921

Ingels, Steven J.
The Problem of Excluded Baseline Students in a School-Based Longitudinal Study: Correcting National Dropout Estimates and Accommodating Eligibility Change over Time.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cognitive Tests; Data Collection; Disqualification; *Eligibility; Evaluation Methods; Grade 8; *Longitudinal Studies; *National Surveys; Participant Characteristics; Questionnaires; *Research Problems; Sample Size; *Sampling; Secondary Education; Statistical Bias; Test Bias
IDENTIFIERS - *National Education Longitudinal Study 1988

Some students are excluded from the National Education Longitudinal Study of 1988 (NELS:88) because of an inability, whether due to physical, mental, or linguistic barriers, to participate in studies requiring questionnaire or cognitive test completion. The implications of this exclusion for sample representativeness, national estimation, and policy studies are examined. Also described is a special study undertaken in the NELS:88 First Follow-Up to compensate in key respects for undercoverage bias related to such exclusion. The special study examined a subsample of 600 ineligible base-year eighth-grade students, collecting data on their enrollment status and demographic characteristics. Results obtained will allow calculation of a more accurate cohort dropout rate and will permit students who have become eligible (as through increased proficiency in English) to be taken into the study. Longitudinal studies similar to the NELS:88 must accommodate changes in eligibility as studies continue through 1992. In addition to a description of the NELS:88 and the Followback Study of Excluded 1988 Eighth Graders, recommendations concerning ways of reducing the numbers of excluded students are presented. Two figures illustrate the text. Four appendices provide the rationale and procedures for "sample freshening"; and exclusion criteria for the High School and Beyond Study of 1980, the National Assessment of Educational Progress of 1990, and the Base Year Ineligibles Study of the NELS:88 First Follow-up. (SLD)

ED 334 274   TM 017 356

Measuring Progress toward the National Education Goals: Public Testimony, Volume 1, Revised. Description of Outreach Activities.
National Education Goals Panel, Washington, DC.
PUB DATE - 26 Aug 91
NOTE - 64p.; For related documents, see TM 017 357-359.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Standards; *Advisory Committees; Educational

Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE - 90
NOTE - 418p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Alcohol Abuse; *At Risk Persons; Black Youth; Health Programs; Health Promotion; Hispanic Americans; *Outreach Programs; *Prevention; Program Development; *Substance Abuse; Urban Problems; *Youth Problems

This monograph is intended to provide a foundation for communication programs for the prevention of alcohol and other drug problems among high-risk American children. The book offers guidelines for program planners at the national, state, and local levels. Chapter 1 provides a comprehensive look at the priority target audience, youth from high-risk environments and their families, and serves as a background for the chapters that follow. Chapter 2 addresses one group of high-risk youth, Black children. Chapter 3 discusses another important subgroup, Hispanic/Latino youth. Chapter 4 discusses a secondary audience, parents, who are important influences on youth at risk. Chapter 5 addresses another important secondary audience, primary care physicians. A final chapter discusses one strategy of special importance to communications programs: working with intermediary groups to reach a target audience. Each chapter includes the following: (1) "Understanding the Audience"; (2) "Knowledge, Attitudes, and Practices"; (3) "Planning Considerations"; and (4) "Recommendations." The following materials are appended: (1) a guide to the planning process; (2) guidelines for the review of prevention messages and materials, including evaluation forms; (3) a guide to terminology; (4) a guide to the Regional Alcohol and Drug Awareness Resource (RADAR) Network; and (5) names and addresses of potential intermediary organizations. (Author/AF)

ED 334 292   UD 028 056

Reasons for Living and Hoping: The Spiritual and Psycho-Social Needs of Southeast Asian Refugee Children and Youth Resettled in the United States. Proceedings from the Multi-Disciplinary, Inter-Religious Conference on the Spiritual and Psycho-Social Needs of Southeast Asian Refugee Children and Youth Resettled in the United States (Washington, DC, October 16-18, 1988).
International Catholic Child Bureau, Inc., New York, NY.
PUB DATE - 89
NOTE - 157p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - Adjustment (to Environment); *Asian Americans; Child Advocacy; *Childhood Needs; Children; *Child Welfare; Mental Health; *Psychological Needs; *Refugees; *Religious Factors; Relocation; Youth
IDENTIFIERS - Refugee Resettlement; *Southeast Asians

This document presents proceedings of a conference convened to identify the unmet spiritual and other non-material needs of Southeast Asian refugee children and youth and to offer recommendations to strengthen present programs and policies. Participants included leaders in the refugee community, clergy of several faiths, organizational policymakers, service providers, and others in service to refugee children, all of whom were

Some of the instructional techniques developed by the mathematics reform movement are effective with Limited English Proficient (LEP) students, whether instruction is provided in the student's native language or in English. The following assumptions lead to good instruction: (1) students are capable of learning advanced mathematics regardless of their fluency in English or the ability of their teacher to speak their native language; (2) computation skills are less important than an understanding of mathematics; (3) number facts can be learned fastest in the context of understanding mathematics; (4) students should be exposed to large amounts of content; and (5) students' everyday lives provide sources of mathematics knowledge. A mathematics curriculum for LEP students should include the following approaches: (1) adjusting the linguistic complexity of learning tasks; (2) teaching "mathematics language"; (3) asking students to devise problems from their own experiences; (4) including course content recommended by the National Council of Teachers of Mathematics (NCTM); (5) presenting mathematics as a social task; and (6) designing assessment methods appropriate to the curriculum. Active Mathematics Teaching (AMT), a form of instruction that conveys large amounts of highly structured information to beginning students, and Cognitively Guided Instruction (CGI), which focuses on student thought processes while solving problems, show great promise for use with LEP students. A list of eight references is appended. (FMW)

ED 334 311   UD 028 129

Darling-Hammond, Linda; Ascher, Carol
Accountability Mechanisms in Big City School Systems. ERIC/CUE
  Digest No. 71.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY - Office of Educational Research and Improvement (ED),
  Washington, DC.
PUB DATE - Apr 91
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071)
DESCRIPTORS - *Accountability; Elementary Secondary Education;
  Evaluation Criteria; Evaluation Methods; Evaluation Utilization;
  *Outcomes of Education; *School Effectiveness; *Systems Approach;
  *Urban Schools
IDENTIFIERS - *Educational Indicators; ERIC Digests

The urgent need to improve big city schools has been a powerful incentive to adopt accountability systems. The following types of accountability systems may exist alongside each other: (1) political; (2) legal; (3) bureaucratic; (4) professional; and (5) market. Bureaucratic accountability is a "top down" system that holds teachers responsible for following standard procedures. Professional accountability is "teacher focused" and emphasizes teacher preparation, certification, selection, and evaluation. Market accountability is based on "customer choice" that makes schools accountable to parents and students. Because each form has its own strengths and weaknesses, an effective system of accountability should combine several to ensure that students are well served. Statistical indicators play a major role in accountability systems. The following criteria should be considered in selecting indicators: (1) problem-oriented; (2) relevant to policy; (3) reflective of educational outcomes; (4) indicative of student backgrounds; and (5) illustrative of school context. The following criteria should be used in interpreting indicators: (1) validity; (2) reliability; and (3) corruptibility.

following activities: (1) two national surveys; (2) the development of a classification system for programs and the identification of prototype programs; (3) a cost study; (4) the simulation of funding alternatives; (5) identification of procedures for integrating funding alternatives into existing state school finance programs; and (6) an evaluation of state funding options. State policymakers should consider the following choices: (1) the target group; (2) service delivery systems; (3) expenditure per student; (4) participation standards; and (5) outcome measures. The following conclusions are presented: (1) programs are in an evolutionary stage; (2) social and economic costs demand immediate action to provide funding; (3) using a fiscally equalized approach may not assure that all eligible students receive adequate services; and (4) an "index of need" approach appears to be the best alternative for targeting resources on those districts with the greatest need; and (5) local creativity should be encouraged. Recommendations for further research are made. Statistical data are presented in 40 tables. The following materials are appended: (1) a list of 136 references; (2) two glossaries; (3) the survey questionnaire; (4) an explanation of the classification system; (5) one table of statistical data; (6) a description of the simulations; and (7) the evaluation criteria. (FMW)

ED 334 330 UD 028 151

Hudley-Paul, Cynthia
Project Read: Reading for Educational Achievement and Development.
PUB DATE - 26 Sep 90
NOTE - 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Females; High Schools; *High School Students; Library Services; *Literacy; *Minority Groups; Questionnaires; Relevance (Education); *School Community Relationship; *Student Attitudes; Videotape Recordings
IDENTIFIERS - *Project READ NY

Project Reading for Educational Achievement and Development (READ) uses community resource people to motivate at-risk minority group high school females to persist in their academic endeavors and develop their abilities. First conducted in the Santa Monica (California) Unified School District, this lunchtime program focuses on improving student attitudes towards reading, school, and literacy. Community members lead discussions on topics of interest to the students, incorporating written materials selected by the speaker, and students wrap up the discussion with a written exercise. The Project also developed a videotape of librarians interacting in the library with minority females and an accompanying teacher's guide. Evaluation information was gathered from pre- and posttest scores on the Demos D attitude scale and from responses to a student questionnaire. The following findings are reported: (1) attitudes towards education and school improved significantly; (2) attitudes towards peers and parents improved significantly, but attitudes towards teachers declined; (3) students reported more frequent use of the library and an increase in ownership of library cards; and (4) students reported increased interest in tutorial programs. An advisory committee that reviewed the videotape and teacher's guide recommended the addition of more detailed information. The following materials are appended: (1) a list of six references; (2) three tables of statistical data; (3)

Hausman, Jerome J.
Watching the Art Education Pendulum Swing.
Center for Arts in Education, Chicago, IL. Urban Gateways.
PUB DATE - 91
NOTE - 22p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Art Education; Art Teachers; Curriculum Design; *Curriculum Development; Educational History; Educational Philosophy; Elementary Secondary Education; Higher Education; Learning Strategies; Philosophy; *Teaching Methods
IDENTIFIERS - Central Midwestern Regional Educational Lab MO; Discipline Based Art Education; Getty Center for Education in the Arts

A literature review of material from 1965 to the present that influenced the art education field, including publications outside of art education, is identified. "The Process of Education" by Jerome Bruner (1965) is discussed initially. An analysis of how the Pennsylvania State Seminar (1965) called for art educators to make an effort to move art education to higher levels of clarity and effectiveness is examined. Two papers in particular are emphasized "Curriculum Problems in Art Education" (Manuel Barkan) and "Concepts, Issues, and Problems in the Field of Curriculum" (Elliot Eisner). Barkan's paper led to the development of the Aesthetic Education Project at the Central Midwestern Regional Educational Laboratory (CEMREL). Eisner developed the Kettering Curriculum, a forerunner to the structured, sequential curriculum advocated by the discipline based art education approach (DBAE). The Getty Center for Education in the Arts was created in 1982 and an outline of the 'discipline-based' approach that they adopted is presented. Other publications that have been influential include Howard Gardner's work, E. D. Hirsch's "Cultural Literacy," and "Towards Civilization" by the National Endowment for the Arts. Recent publications that receive a more detailed analysis include Jerome Bruner's "Acts of Meaning" and Elliot Eisner's "The Enlightened Eye." Art educators have long asserted that art education involves higher order cognitive skills and it is time this is recognized. (KM)

ED 334 132 SO 021 468

Labadie, John Antoine
Archaeology as the Basis of an Inquiry Process Paradigm for Secondary Level Art Instruction.
PUB DATE - 91
NOTE - 30p.; Paper presented at the Annual Convention of the National Art Education Association (31st, Atlanta, GA, March 20-24, 1991). Light type throughout.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Archaeology; Art Appreciation; *Art Education; *Art History; *Educational Philosophy; Educational Theories; Information Seeking; *Inquiry; Intellectual History; Secondary Education; Teaching Methods; Teaching Models
IDENTIFIERS - Petroglyphs; Pictographs; Poststructuralism

This paper explored how art history is taught in secondary schools. The author maintained that identifying the origins and evolution of ideas ensures that proposed models of teaching art history adhere to the philosophical base from which they derive. The paper

PUB TYPE - Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS - Class Organization; *Compensatory Education; Elementary Education; Enrichment Activities; *Peer Teaching; Program Improvement; Teaching Methods; *Teaching Models; *Thematic Approach; *Tutorial Programs; Workshops
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1

This workshop, designed for Chapter 1 compensatory education teachers, administrators, and staff, offers alternatives to the widespread use of worksheets. Four strategies for alternative classroom methods are explored: cooperative learning, peer tutoring, reciprocal teaching, and theme-based instruction. The following elements are included in the workshop package: a presenter's guide, a transparency set, a handout set, and an annotated bibliography. The presenter's guide provides a text that can be used as a framework for all workshop materials. It includes cues for using the transparencies and handouts and suggests prompts for participant activities. Approximate workshop presentation time is 1.75 hours. (LL)

ED 334 153 SP 033 085

Macias, Reynaldo F.
The National Need for Bilingual Teachers. Executive Summary.
Tomas Rivera Center, Claremont, CA.
SPONS. AGENCY - EXXON Education Foundation, New York, N.Y.
PUB DATE - 89
NOTE - 9p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Bilingual Education; *Bilingual Teachers; Educational Environment; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Limited English Speaking; *Preservice Teacher Education; *Second Language Instruction; Staff Development; Teacher Recruitment; *Teacher Supply and Demand

The national movement to reform education has paid little attention to the preparation and development of bilingual teachers. Recruitment and retention of bilingual teachers and the adoption of competencies and standards for bilingual teachers and teaching are two of the most important and pressing issues facing bilingual education in this country. This report discusses the desired elements for preservice and inservice bilingual teacher education. Analysis of data on teachers who have received bilingual training suggests that bilingually prepared teachers have been underutilized in the past. Recommendations made for preparation and training of bilingual teachers focus on four issues: (1) follow-up-transfer of competencies; (2) bilingual and second language teaching methodologies and multicultural education teaching strategies needed for all teachers; (3) assurance of opportunities for developing nonEnglish language fluency; and (4) training for aides to be more effective. Five recommendations are made which relate to areas where national leadership and support are needed: competencies and standards; national leadership and funding; dissemination of information; facilitation of earlier teacher preparation and career growth; and facilitation of recruitment and exchange of foreign trained teachers. (IAH)

ED 334 154 SP 033 097

Kleinfeld, Judith
Changes in Problem Solving Abilities of Students Taught through Case Methods.

Hollingsworth, Sandra
Narrative Analysis in Literacy Education: A Story of Changing Classroom Practices. Research Series No. 202.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PUB DATE - 91
NOTE - 24p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Classroom Techniques; Educational Change; Elementary Education; *Epistemology; *Feminism; Higher Education; *Methods Courses; Models; *Personal Narratives; Reading Instruction; Research Methodology; *Teacher Educator Education; Teacher Responsibility; Teaching Methods; *Theory Practice Relationship

With the historical difficulty of changing classroom practices as background, this paper represents a teacher educator's critical investigation of the outcomes of her own instructional practices. Grounded in critical feminist theory, the narrative inquiry critiques epistemological stances taken over 4 years by a literacy educator for elementary teachers. The narrative describes various paradigm shifts which led to new perspectives on the researcher's sense of responsibility as a teacher educator. It tells the story of how she began her work with a sense of instructional responsibility to develop subject or content expertise in teachers, then how she reframed her responsibility in terms of influencing a transfer of that expertise to children. Continued research into new teachers' efforts to change or adapt to existing classroom practices after they had left the teacher education program led to the final paradigm shift. The conclusion of the narrative describes how the teacher educator's investigations into her own practices changed her sense of responsibility from one of cognitive change in new teachers to epistemological change. A discussion of case examples within each paradigm, their respective outcomes on changing new teachers' classroom practices, and lessons that the teacher educator learned in the analysis are included. (Author/AMH)

ED 334 175 SP 033 161

O'Keefe, Edward J.
Holistic Stress Management for Faculty: How To Prevent Burnout and Promote Self-Renewal.
PUB DATE - 90
NOTE - 14p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *College Faculty; Faculty Development; *Health Promotion; Higher Education; *Stress Management; *Teacher Burnout; Work Environment; *Workshops
IDENTIFIERS - Lazarus (Arnold); Multimodal Methods

This paper outlines a workshop that faculty development staff can offer to professors interested in preventing burnout and promoting self-renewal. The stress management workshop which is outlined is based on an adaptation of the Lazurus multimodal model. The fundamental assumption underlying the workshop content is that stress and burnout are products of cognitive, affective, and behavioral factors; thus, a holistic approach to self-management and self-renewal is needed. While the core modality is cognitive, it interfaces with the affective and behavioral modalities. The workshop emphasizes the systematic integration of assessment and change techniques across all three modalities. The emphasis

SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Dec 89
NOTE - 3p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Administrator Role; *Bids; Educational Assessment; Evaluation Methods; Financial Support; *Program Proposals; *Proposal Writing; Public Agencies; *Research Proposals; School Districts; State Agencies; *Technical Writing
IDENTIFIERS - ERIC Digests; *Requests for Proposals

A Request for Proposal (RFP) is the formal document used by an agency to solicit services from the outside sources that education agencies often use for the design, administration, or scoring of assessment measures. The guidelines presented are intended to help in writing an RFP. A few fundamental aspects of assessment significantly influence the planning of the RFP process and document: money; time; nature of the project; type of bid; and phases of the project. Because the RFP is part of the eventual contract it should be as clear and precise as possible. Constraints typically hindering the development of "good" RFPs include limitations imposed by agency policies and procedures; limited communication between the agency and bidders; and concern for cost, sometimes at the expense of quality. To deal with these constraints, the RFP writer should specify as carefully as possible what is desired and expected; encourage fair and timely communication with the bidders; and build control of technical quality into the RFP and the project. (SLD)

ED 334 195 TM 016 008

Malavin, James; Sommer, Charles
Using Hypertext To Develop an Algorithmic Approach to Teaching Statistics.
PUB DATE - 90
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Algorithms; *Authoring Aids (Programing); *Computer Assisted Instruction; Computer Software Development; Higher Education; *Hypermedia; Mathematics Teachers; Multimedia Instruction; Secondary Education; *Statistics; *Teaching Methods

Hypertext and its more advanced form Hypermedia represent a powerful authoring tool with great potential for allowing statistics teachers to develop documents to assist students in an algorithmic fashion. An introduction to the use of Hypertext is presented, with an example of its use. Hypertext is an approach to information management in which data are stored in a network of nodes, or frames, connected by links. Nodes can contain text, graphics, audio, video, source code, or other forms of data. The designer of the document creates the nodes on a word processor, statistical package, or graphics program; he or she may go forward or backward through the links created. Hypertext documents are easy to use, although the number of levels of linkage should be kept to a minimum for students. Such documents are not as easy to create, requiring the creation of text files, linkage files created with Hypertext software, and graphics files. A sample Hypertext document is described for student learning about hypothesis tests for a single sample containing a parameter measuring the central tendency of the population. It is predicted that, in time, the text for an elementary statistics course will of the present study indicate that previous recommendations concerning the selection of a multiple comparison procedure when population variances differ should be reconsidered, and the adoption of the new strategies for multiple comparisons is recommended. Twelve data tables and a 22-item list of references are included. (Author/RLC)

ED 334 214 TM 016 638

Scheirer, Elinor A.
The Experience of the Researcher: Qualitative Approaches in Pursuit of a Research Agenda.
PUB DATE - 90
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Case Studies; *Experience; *Experimenter Characteristics; *Individual Characteristics; Psychological Characteristics; *Qualitative Research; *Researchers; Research Methodology; Research Problems; *Social Science Research

It is argued that careful attention to the role of the researcher's experience in qualitative research is desirable for several reasons. A rationale for such examination is established, and the research and scholarly activity pursued by the author for the last 11 years are described to present a kind of career case study for analysis of the process as it has evolved. The search for the self in research efforts is considered. Personal predispositions are acknowledged as they affect research work. Also acknowledged are the associations among the nature of the researcher, the focus of the research, the process of researching, and results found in the data. Interrelated themes are revealed that are likely to emerge in the experience of other researchers: (1) the significant role of personal predispositions at the beginning of and throughout the entire research process; (2) the apparent flow of inquiry from one stage of research to another; and (3) the deepening of understanding and meaning through reflection and writing. The experience of the researcher must be valued even as it is monitored. (SLD)

ED 334 215 TM 016 665

Benton, Roberta L.
The Redundancy Index in Canonical Correlation Analysis.
PUB DATE - Jan 91
NOTE - 23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 24-26, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Correlation; Mathematical Models; *Multivariate Analysis; *Predictive Measurement
IDENTIFIERS - *Canonical Redundancy Statistic; Redundancy Analysis; *Variance (Statistical)

The redundancy statistic (Rd) is discussed in relation to canonical correlation analysis. The index is a measure of the variance of one set of variables predicted from the linear combination of the other set of variables. A small data set (N=6) from the work of D. Clark (1975) was analyzed using SPSS-X. Two sets of two variables each were included. The variables of one set were considered criterion variables, and the variables of the second set were accurate picture of student progress and motivates a higher level of student performance; and (4) reduces the number of tests that currently detract from instructional time and incorporates assessments that become part of the instructional process. Multiple choices for educators should replace reliance on multiple-choice tests. Appendix A describes the current state of student and program testing in New York. Appendix B gives an example of performance assessment. A glossary of testing terms and a 27-item list of references are included. (SLD)

ED 334 233 TM 016 749

Stricker, Lawrence J.; Alderton, David L.
Response Latency Measures for Biographical Inventories. Technical Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY - Office of Naval Research, Arlington, Va.
PUB DATE - Mar 91
NOTE - 71p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Adults; *Biographical Inventories; *Computer Assisted Testing; Males; *Military Personnel; Predictive Validity; *Reaction Time; *Scoring; Test Items; *Test Validity; Weighted Scores
IDENTIFIERS - *Armed Services Applicant Profile; Navy

The usefulness of response latency data for biographical inventory items was assessed for improving the inventory's validity. Focus was on assessing whether weighting item scores on the basis of their latencies improves the predictive validity of the inventory's total score. A total of 120 items from the Armed Services Applicant Profile (ASAP) were administered via computers to 1,080 male Navy recruits at the Recruit Training Center in San Diego (California); the regular score, latency-weighted scores, and measures of deviant latencies were obtained. The latency-weighted scores did not improve the ASAP's validity in predicting 6-month retention beyond that obtained with the regular score; the deviant latency measures did not function as suppressor or moderator variables to increase the ASAP's validity. Subgroups of items with differing latencies varied systematically in their internal-consistency reliability (with increased reliability for subgroups with shorter latencies), and a small subgroup of items with moderate latencies was almost as valid as the regular score, suggesting that latency data may be useful in writing and selecting inventory items. Five tables and four graphs complement the study. A 34-item list of references is included. (Author/SLD)

ED 334 234 TM 016 751

Fitzgerald, Nicholas B.
Program Improvement through Evaluation: Connecticut's First Round of Sustained Effects Studies. Feedback, Occasional Paper Number 1.
RMC Research Corp., Hampton, N.H.
PUB DATE - Aug 86
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Compensatory Education; Data Analysis; Educational Research; Elementary Secondary Education; *Evaluation Methods; Program Development; Program Evaluation; *Program Improvement; *Quality Control; *Research Design; Research Problems; Test Interpretation; *Test Use

in an Urban Community College: Learning Theory and Applications.
PUB DATE - 22 Aug 83
NOTE - 59p.; Ed.D. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *College Students; Community Colleges; Comparative Analysis; Counseling; *Desensitization; *Grade Point Average; Higher Education; *Learning Theories; *Program Evaluation; *Test Anxiety; Test Coaching; Urban Universities; Workshops
IDENTIFIERS - Achievement Anxiety Test

A study involving 97 students (79 females and 18 males) at New York City Technical College was undertaken to determine the effectiveness of desensitization in reducing test anxiety and improving grade point averages (GPAs). The study compared the GPAs of students who completed workshops using the desensitization hierarchy developed by R. Strieby (1974) with those of control students. The study used J. Wine's (1971) theory that systematic desensitization should be effective in reducing test anxiety. In all, 42 students did and 55 students did not participate in the workshops. Test anxiety levels of all subjects were assessed by administration of the debilitating and facilitating scales of the Achievement Anxiety Test before and after a treatment period of 6 weeks. The achievement level was assessed for all subjects through the comparison of GPAs at the end of the semester. In addition, a Mann Whitney u test was used to evaluate the significance of the results. Results indicate that students participating in the workshops improved their academic averages more than did control students. The experimental group also reported less debilitating anxiety than did the control group, although there was no comparable finding for facilitating anxiety. Early screening of students to identify test anxiety and the use of desensitization workshops using counselors in college learning centers are recommended. Study instruments and instructions for subjects and a 37-item list of references are included. (TJH)

ED 334 254 TM 016 841

New York: The State of Learning: Statistical Profiles of Public School Districts. A Report to the Governor and the Legislature on the Educational Status of the State's Schools for 1989-90.
New York State Education Dept., Albany.
PUB DATE - Jan 91
NOTE - 430p.; For a related document, see TM 016 839.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Annual Reports; *Educational Assessment; Educational Finance; Elementary Secondary Education; *Enrollment; *Profiles; Program Evaluation; *Public Schools; Racial Distribution; School Districts; *School Statistics; Statistical Data; Tables (Data); Teacher Characteristics; Test Results
IDENTIFIERS - *New York; New York State Regents Examinations

A statistical report, comprised largely of six tables of school district data, is presented to provide an overview of the educational status of New York State-supported elementary schools and secondary schools for the 1989-90 school year. Tables include: (1) racial/ethnic distributions of enrollment, attendance rate, dropouts, youth at risk, and high school graduates; (2) data for classroom teachers (student-teacher ratio, percent minority, annual turnover rate, median salary, certification status, median

Assessment; Educational Improvement; *Educational Objectives; Educational Policy; Educational Quality; Elementary Secondary Education; Measurement Techniques; *Meetings; *National Programs; Outcomes of Education; *Outreach Programs; Regional Planning
IDENTIFIERS - America 2000; Educational Indicators; *Monitoring Progress; *National Education Goals 1990; Testimony

The Regional Forums (RFMs) conducted by the National Education Goals Panel (NEGP) to solicit public comments on recommendations by the six NEGP Resource Groups (RGPs) are described. The RGP recommendations focus on ways of measuring/monitoring the nation's/states' progress toward meeting the President's and governors' six national education goals. The public outreach efforts to obtain comments from concerned citizens and constituencies on potential indicators and measurement strategies for monitoring progress toward the goals are described, and the participating organizations and individuals are listed. Between April 12 and May 17, 1991, eight governors conducted RFMs attended by almost 3,000 people, with between 200 and 400 present at each RFM. During the RFMs, governors and their representatives, regional experts, state and local officials, and the public offered oral testimony and talked with NEGP members. RGP representatives presented their preliminary recommendations, heard public comment, and provided the RGP with feedback for use in preparing their final recommendations. The NEGP also held forums at the April meetings of two national organizations. Over 750 people submitted written testimony to the NEGP at the RFMs and by mail. Public testimony reflects broad support for the goals, broad consensus that national goals and outcome standards should play an important role in educational reform, concerns about standardizing or centralizing control of education and about how the nation would reach the goals; and considers programs, funding, coordinated efforts, and political will needed to meet the goals. Goal 1 (school readiness) and Goals 3 (student achievement) received the most comments. (RLC)

ED 334 275 TM 017 357

Measuring Progress toward the National Education Goals: Public Testimony, Volume 2. Summary of Testimony on Measures for 1991 Progress Report.
National Education Goals Panel, Washington, DC.
PUB DATE - 26 Aug 91
NOTE - 31p.; For related documents, see TM 017 356-359.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Standards; *Advisory Committees; Annual Reports; Educational Assessment; Educational Improvement; *Educational Objectives; Educational Policy; Educational Quality; Elementary Secondary Education; Measurement Techniques; *Meetings; *National Programs; *Public Opinion; Regional Planning
IDENTIFIERS - America 2000; Educational Indicators; *Monitoring Progress; *National Education Goals 1990; Progress Reporting

This paper reviews public testimony that was presented at the National Education Goals Panel (NEGP) Regional Forums concerning recommendations by the six NEGP Resource Groups (RGPs). The RGP recommendations focus on ways of measuring/monitoring the nation's/states' progress toward meeting the President's and governors' six national education goals. Between April 12 and May 17, 1991, eight governors conducted NEGP Regional Forums attended by almost 3,000 people, with between 200 and 400 present at each forum. The forums allowed governors and their representatives, regional experts, state and local officials, and the public to interested in healing the spiritual and mental wounds inflicted by war. The proceedings report consists of five major sections. The first section, "Welcome," includes opening statements and the address of the keynote speaker. The second section, "Perspectives," presents seven speeches reflecting the concerns and viewpoints of parents, foster parents, clergy, Amerasians, and mental health professionals. The third section, "Solution-Oriented Strategies," contains eight presentations dealing with foster care; foster parenthood; summer camp programs; the preservation of religious, spiritual, and cultural heritages; mental health programs; intergenerational programs; and multicultural programs. The fourth section is an extemporaneous summary of the preceding presentations. The fifth section summarizes recommendations for clergy, faith-based communities, parents, foster parents, mental health professionals, resettlement agencies, and agencies serving unaccompanied refugee minors, educators, and youth. A list of presenters and participants is appended. (AF)

ED 334 293   UD 028 057

Adams, Kay
Examining Black Underrepresentation in Gifted Programs.
PUB DATE - Dec 90
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Ability Identification; *Black Students; Cultural Differences; *Educational Opportunities; Elementary Secondary Education; Equal Education; *Gifted; *Racial Bias; Racial Differences; Racial Integration; School Desegregation; Talent; *Talent Identification

This paper examines factors contributing to the underrepresentation of black children in gifted and talented education programs. The paper reviews the history of school desegregation and finds that integration and equal educational opportunity for minority students have yet to be achieved. The persistent maintenance of cultural control by the white majority, the dominant group in American society, is seen as the chief obstacle to educational equality. Minority student participation in gifted education is limited by the following factors: (1) lack of agreement about the definition of giftedness; (2) the use of inappropriate or biased assessment instruments; and (3) restricted identification procedures. Definitions of giftedness are seen as broad, open to many interpretations, and reflective of middle class, dominant cultural values and perceptions. Further, most gifted programs place heavy emphasis on the results of intelligence tests to determine whether or not a child is gifted; these, along with creativity tests and achievement tests, which are also used to identify giftedness, may reflect bias in favor of children raised in the affluent dominant culture in the United States. Beyond the use of assessment instruments, the paper discusses limitations of other identification procedures, including nomination by teachers, peers, parents, or self, rating scales, and observations. A list of 31 references is appended. (AF)

ED 334 294   UD 028 058

De Anza: A Paideia School. Classical Studies Program 1990-91 Course Offerings for the Classical Studies High School.
Richmond Unified School District, Calif.
PUB DATE - 90
NOTE - 77p.
LANGUAGE - English

Indicators should go beyond the traditional student standardized test scores to reflect factors that structure the student's experience of school. Properly conceived indicators can be used as powerful political tools and as incentives to change behavior. A list of 11 references is appended. (FMW)

ED 334 312   UD 028 130

Muecke, Marjorie A.
Nursing Research and Practice with Refugees. Southeast Asian Refugee Studies. Bibliography. Occasional Papers, Number 10.
Minnesota Univ., Minneapolis. Southeast Asian Refugee Studies.
PUB DATE - 90
NOTE - 39p.; A publication of the Center for Urban and Regional Affairs (CURA).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - *Cultural Influences; Ethnic Groups; *Health Needs; Methods; Nurses; *Nursing; *Nursing Research; *Refugees
IDENTIFIERS - *Exploratory Studies

This 99-item bibliography gathers the widely dispersed nursing literature on refugees, including unpublished master's degree theses and conference proceedings. Nurse researchers, more than researchers in other health care fields, have undertaken exploratory studies to document and interpret the health beliefs and health care practices of various groups of refugees. The bibliography is arranged according to the following refugee groups: (1) Afghan; (2) Arab; (3) Cuban and Haitian; (4) El Salvadoran; (5) Ethiopian; (6) Indochinese and general Southeast Asian, including Cambodian, Vietnamese Chinese, Hmong and Mien, Lao, and Vietnamese; (7) Iranian; (8) Polish; and (9) Tibetan. In each section, annotated citations to empirical studies, which represent the cutting edge of nursing interpretation of the refugee phenomena and are the least accessible, precede unannotated citations to practice-focused publications appearing in books or journals. All publications cited are in English. (FMW)

ED 334 313   UD 028 131

Levin, Henry M.
Accelerating the Progress of ALL Students. Rockefeller Institute Special Report, Number 31.
State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.
PUB DATE - 91
NOTE - 37p.; Paper presented at the Nelson A. Rockefeller Institute of Government Educational Policy Seminar (8th, Albany, NY, November 8, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Acceleration (Education); *Educational Finance; Educational Innovation; Elementary Education; *High Risk Students; *School Based Management; *School Restructuring; Time on Task
IDENTIFIERS - *Accelerated Schools Movement

The Accelerated School Program is designed to improve the education of disadvantaged students by using "acceleration" techniques used with gifted and talented students. The goal is to speed up the learning of at-risk students so they will be able to perform at grade level by the end of elementary school. Central to the strategy is the placement of curriculum and instructional an 11-item bibliography; and (4) a questionnaire for assessing the videotape. (FMW)

ED 334 331 UD 028 152

Parent Participation Programs in the Chicago Public Schools.
Roosevelt Univ., Chicago, Ill. Coll. of Education.
SPONS. AGENCY - Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE - Dec 90
NOTE - 60p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Community Programs; Elementary Secondary Education; *Outreach Programs; *Parent Attitudes; Parent Grievances; *Parent Participation; *Parent School Relationship; Program Descriptions; *School Community Relationship; Surveys; Urban Schools
IDENTIFIERS - *Chicago Public Schools IL; Illinois (Chicago)

This document reports the findings of a survey on parent involvement programs in public schools in Chicago (Illinois). The following major parent involvement indicators were found to promote high achievement despite high rates of poverty and student mobility: (1) a high level of communication between parents and school; (2) parent support of the school; and (3) provision of social services for parents in need. The following successful parent involvement strategies are presented: (1) make an intellectual and emotional commitment to involve parents; (2) do a needs assessment; (3) start small; (4) involve parents in planning and evaluating the program; (5) provide training to parents who volunteer in the schools; (6) provide support that will enable parents to participate; (7) recognize the efforts of parents; (8) have the more involved parents recruit other parents; (9) use students to recruit parents; (10) make parents feel welcome; (11) hire a parent coordinator; and (12) collaborate with other community organizations. The following obstacles to parent involvement are presented: (1) poor attitudes about one another on the part of both parents and schools; (2) refusal of teachers to accept parents' knowledge and insights; (3) mismatch between the school and the parents' concept of parent involvement; and (4) schools' inability to adapt to societal changes. Eight programs offered by individual schools and 18 programs offered by community organizations are described. A seven-item bibliography of resources for parents and a 12-item bibliography of resources for professionals are appended. (FMW)

ED 334 332 UD 028 158

Goldsmith, William; Blakely, Edward J.
Generations of Poverty: America's Underclass as an Economic and Political Dilemma. Monograph 39.
California Univ., Berkeley. Inst. of Urban and Regional Development.
PUB DATE - Feb 91
NOTE - 322p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Business Cycles; *Community Action; Economically Disadvantaged; *Economic Factors; Economic Research; *Global Approach; Local Issues; Political Power; *Poverty; *Social Change; Urban Problems

The recent upsurge in persistent urban poverty has been generated by a particular set of American political responses to structural transformation of the global and domestic economies, exacerbated is divided into five sections. In the first part, the author described four categories of historical inquiry: realistic, formal, expressive, and pragmatic, but argued that these are not mutually exclusive. He maintained that student populations, available resources, and educational goals are other factors that must be considered when deciding which model of art-history instruction to use. Section two, Models of Art History Instruction, reported on three approaches to art history instruction: works of art, information, and process. In section three, Art History as an Inquiry Process, differences between teaching art history as information processing or as a process of finding and answering questions are discussed. The Process Model: An Example Derived from Archaeology is the theme of section four. The author chose Native- American rock art to illustrate how such a lesson could be taught. He illustrated ways in which certain art historical practices might proceed in art education classrooms. Five categories are described: reconstruction, description, attribution, interpretation, and explanation. In the summary, the author explained how an instructor using the inquiry process must design questions which will encourage students to invent their own further inquiries. Resource files are necessary in the classroom for this process. (DOM)

ED 334 133 SO 021 469

Labadie, John Antoine; Labadie, Joseph Henry
Art History and Archaeology: A Symbiotic Relationship.
PUB DATE - Apr 90
NOTE - 24p.; For a related document, see SO 021 468. Paper presented at the Annual Meeting of the National Art Education Association (30th, Kansas City, MO, April 5-9, 1990). Faint type throughout.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *American Indian History; Ancient History; *Archaeology; *Art Education; *Art History; Curriculum Development; Educational Philosophy; Higher Education; Interdisciplinary Approach; *Research Methodology
IDENTIFIERS - Kleinbauer (W Eugene); Mexico; Pictographs; Texas

The way archaeologists use tools and draw inferences about them to disembed meaning from artworks is examined. The prehistoric rock paintings of the Lower Pecos River (Texas) are used to illustrate these ideas. An overview of this rock art, specifically the Amistad reservoir, is provided. The deductions of archaeologists about the semi-nomadic people who lived in this environment, now southwest Texas and northern Mexico are depicted. A method for conducting an art-historical inquiry of the Lower Pecos pictography is outlined. W. Eugene Kleinbauer's definition of art historical inquiry is delineated, and his perspective is used to discuss the pictographs. Examples of intrinsic and extrinsic art historical questions are presented. An overview of the five basic stages of Lower Pecos pictographs is related, beginning with the oldest style--the Pecos River Style, followed by the Red Linear, Bold Line Geometric, Red Monochrome, and the Historic style. Four techniques/methods of the rock-art paintings are outlined: (1) the vegetal fiber brush; (2) artist's fingers; (3) beeswax crayons; and (4) blowing liquefied paint into the rock surface. Early archaeologists' interpretations are compared with more contemporary theories. The conclusion maintains that enhanced understanding of prehistoric and historic rock art requires a multi-disciplinary inquiry and that curricula in schools must be developed to include such information. (DOM)

PUB DATE - Apr 91
NOTE - 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Case Studies; Discussion (Teaching Technique); *Education Courses; Foundations of Education; Higher Education; Methods Research; Preservice Teacher Education; *Problem Solving; Student Attitudes; Student Characteristics; Teacher Education Curriculum; *Teaching Methods
IDENTIFIERS - *Case Method (Teaching Technique)

To examine the effectiveness of the case method in teacher education, 54 students enrolled in an introductory foundations course were taught together in a weekly lecture and randomly assigned to weekly section meetings taught either by the case method or by discussion of readings. As measured by responses to a problematic situation on the mid-term examination, case methods increased education students' abilities to spot issues in problematic situations, analyze educational dilemmas in sophisticated ways, and identify possible alternatives for action. Case methods were as successful with young undergraduate students as with mature students with greater life experience. The effects of case methods on the ability to analyze classroom situations were inconclusive, however. Almost half the students in the discussion section did not respond to the analytic questions. This result could be either an instructional effect, indicating weaker analytic skills of discussion methods students, or a methodological accident. Students expressed highly positive attitudes toward case methods classes, but no significant differences in attitudes were found between case methods students and discussion methods students when taught in small classes by the same instructor. (Author/IAH)

ED 334 155 SP 033 108

Comprehensive Health Education and Human Services. Draft Program Standards.
Massachusetts State Dept. of Education, Quincy.
PUB DATE - Mar 90
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Community Support; Educational Environment; Educational Objectives; Elementary Secondary Education; Family Involvement; *Health Education; Program Administration; *School Community Relationship; *School Health Services; Staff Development; State Curriculum Guides; *State School District Relationship; State Standards
IDENTIFIERS - *Massachusetts

Massachusetts law enables the Board of Education to award grants to school committees for school-based comprehensive health education and human services programs, including the following components: comprehensive health education curriculum, school counseling and psychological services, school health services, coordination of school and community resources, and school climate/environment. These standards provide a means by which programs funded by the state can be judged for efficiency and effectiveness. They provide the basic framework around which communities can design their programs, meeting the unique needs of the students and families throughout the workshop is on the need for faculty to have a comprehensive and systematic approach to stress management and renewal which can be obtained by focusing on the interactions among the three modalities. The structure and content of the workshop are outlined. (IAH)

ED 334 176 SP 033 162

Catalano, Anthony; Tillie, Bella
Power and Involvement in Preservice Teacher Education.
PUB DATE - 91
NOTE - 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Case Studies; *Clinical Supervision (of Teachers); *Collegiality; Elementary Secondary Education; *Group Experience; Higher Education; Models; Preservice Teacher Education; Qualitative Research; *Student Teachers; *Supervisory Methods; *Teacher Supervision
IDENTIFIERS - *Feminist Pedagogy; Power

The research project described here explored the complexity of the relationships in a group supervision model of teacher education, focusing on the empowerment of teachers as confirmed by their involvement, collegiality, and reflection. The theoretical frameworks informing the project were: the concept of connectedness as described in feminist pedagogy; power relations as defined in critical and feminist theory; and relational theories from the fields of counseling and education. The research project was qualitative in design and used the following as data sources: weekly dialogue journals; audiotaped transcripts of weekly seminars; regular classroom observations; supervisors' journals; notes and videotapes of meetings; personal educational history interviews; questionnaires; and participants' responses on institutional evaluation instruments. The potentially problematic relationship of power and involvement was approached from a feminist perspective of connectedness using L. Perman's (1980) schema on power and involvement relationships as a framework for analysis and discussion. Case studies of four student teachers and the supervisory methods used with each supported and extended earlier research. Findings showed an increased level of participation among the students, a higher level of discourse in their interactions, increased degrees of intragroup consultation, and a greater understanding of themselves as teachers. (AMH)

ED 334 177 SP 033 163

Goals 2000: Mobilizing for Action. Achieving the National Education Goals.
National Education Association, Washington, D.C.
PUB DATE - 91
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Academic Achievement; Adult Literacy; Drug Abuse; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Lifelong Learning; Mathematics Education; Preschool Education; School Holding Power; School Readiness; School Security; Science Education
IDENTIFIERS - *America 2000; National Education Association;

be a Hypertext document. Two sample flowcharts for use in the Hypertext document are provided. (SLD)

ED 334 196 TM 016 046

Yusuf, Mian Muhammad; And Others
Characteristics of Multiple Comparison Procedures.
PUB DATE - Oct 87
NOTE - 23p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 15-17, 1987).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Analysis of Variance; *Comparative Analysis; Robustness (Statistics); Tables (Data)
IDENTIFIERS - *Multiple Comparison Tests

Multiple comparison procedures (MCPs), in the context of analysis of variance, are becoming more popular than the overall F tests. An attempt is made to clarify confusion among the different MCPs by systematically comparing and contrasting the procedures in terms of their purposes, restrictions, robustness to assumptions, and other special features that are relevant to any analysis of variance design. Focus is on providing a flowchart to assist researchers in making sound decisions regarding the choice of a MCP. The MCPs compared include: (1) multiple t; (2) multiple F; (3) Dunn; (4) Dunn-Sidak; (5) Dunnett; (6) Fisher's LSD; (7) Tukey's HSD; (8) Spjotvoll-Stoline's t; (9) Tukey-Kramer; (10) Games-Howell; (11) Tamhane; (12) Scheffe's; (13) Brown-Forsythe; (14) Newman-Keuls; and (15) Duncan. Table 1 summarizes characteristics of these procedures, and Table 2 presents a flowchart. (SLD)

ED 334 197 TM 016 295

Halasa, Ofelia
Accountability Issues in Ohio's Education Reform Bill.
PUB DATE - Apr 91
NOTE - 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Accountability; *Achievement Tests; Curriculum Development; *Educational Change; Educational Legislation; Graduation Requirements; Intermediate Grades; Junior High Schools; Management Information Systems; *Norm Referenced Tests; Outcomes of Education; Scores; *State Programs; *Testing Programs; Test Results; Test Use
IDENTIFIERS - *Ohio Education Reform Bill

Issues related to the Education Reform Bill of Ohio are discussed. Administration of norm-referenced achievement tests in reading, mathematics, language, and related school-ability tests is required for grades 4, 6, and 8 (effective by 1990) and grade 10 (effective by 1991). The reform bill specifies rewards and sanctions in addition to statewide publication of test scores and other district outcome measures as a way of encouraging the community to apply its own rewards and sanctions. Students graduating after July 1, 1993 will have to pass high school proficiency tests in reading, writing, citizenship, and mathematics. In early administrations of these tests, it was apparent that the wealth of the school district was linked with considered predictors. The CANBAK computer program was used to obtain squared structure coefficients, communality coefficients, and variate adequacy coefficients. The results suggest that the Rd was not truly multivariate and may have more value in the context of redundancy analysis than in canonical correlation. Rd is more a measure of prediction than association. It is an estimate of the shared variance of linear composites, not the variables themselves. The Rd is analogous to the squared multiple R in multiple regression. Redundancy coefficients computed in a canonical analysis may have somewhat limited value. Four tables present illustrative data. A 29-item list of references is included. (SLD)

ED 334 216 TM 016 668

Balke, Gudrun
Multilevel Factor Analysis of Proficiency in English as a Foreign Language.
PUB DATE - Apr 91
NOTE - 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Achievement Tests; *Elementary School Students; *English (Second Language); *Factor Analysis; Foreign Countries; Grade 5; Intermediate Grades; *Language Proficiency; Language Tests; *Second Language Learning
IDENTIFIERS - LISREL Computer Program; *Multilevel Analysis; *Sweden; Variance (Statistical)

As part of the National Evaluation Program of the Swedish school system, proficiency in the English language is evaluated for students in grade 5 (at age 12 years). Variation between classes and variation within classes were studied in a multilevel factor analysis (MFA) using a sample of 3,162 students in 162 classes for whom student questionnaire (self-assessment), teacher questionnaire, and achievement test results were available. In all, eight achievement tests were administered, which evaluated reading comprehension and vocabulary knowledge, listening comprehension, and writing proficiency. Only a small subsample took a speaking test. A two-level MFA was performed using the LISREL VI computer program. Analyses from the student questionnaire and tests revealed factor structures for: (1) proficiency as measured by tests; (2) proficiency as measured by self-assessments; (3) attitudes concerning learning English and using English; and (4) frequency of leisure-time use of English. The factor structure based on total variance was similar to that of the within-class part. The MFA provided additional information about the effects of group membership and instructional effectiveness. Five tables present study data. (SLD)

ED 334 217 TM 016 675

Titus, Janet C.; Terwilliger, James S.
Gender Differences in Attitudes, Aptitude, and Achievement in a Program for Mathematically Talented Youth.
PUB DATE - Apr 90
NOTE - 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150), Test, Questionnaires,

IDENTIFIERS - *Connecticut; Education Consolidation Improvement Act
Chapter 1; Quality Indicators; *Sustaining Effects Study

A quality control review of Connecticut's Sustained Effects studies was undertaken by the Chapter 1 Evaluation Technical Assistance Center (TAC) operated by RMC Research Corporation. Nineteen Connecticut school districts had selected from among four basic evaluation designs in implementing the Chapter 1 Sustained Effects requirement during 1982 to 1985. These designs enabled districts to examine the long-term effects of their Chapter 1 programs on: (1) summer drop-off students; (2) continuing students; (3) exiting students; and (4) continuing versus exiting students. The review identified the following minor areas for improvement in future Sustained Effects studies: evaluation design; test administration; and analysis of appropriate test scores. Most of the studies were of adequate technical quality and appeared to be useful. Areas of major significance in which improvement was needed were: (1) framing evaluation questions; (2) data analysis and interpretation; and (3) development of action plans for program implementation. Solutions to these problems are recommended. (SLD)

ED 334 235 TM 016 759

De Champlain, Andre; Gessaroli, Marc E.
Assessing Test Dimensionality Using an Index Based on Nonlinear
Factor Analysis.
PUB DATE - Apr 91
NOTE - 27p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference
Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Equations (Mathematics); *Factor Analysis; Foreign
Countries; *Item Response Theory; Mathematical Models; *Sample
Size; Simulation; Test Format; *Test Items
IDENTIFIERS - *Incremental Fit Index; *Nonlinear Models; Stouts
Procedure; Unidimensionality (Tests)

A new index for assessing the dimensionality underlying a set of test items was investigated. The incremental fit index (IFI) is based on the sum of squares of the residual covariances. Purposes of the study were to: (1) examine the distribution of the IFI in the null situation, with truly unidimensional data; (2) examine the rejection rate of the IFI under various simulation conditions of a two-dimensional test structure; and (3) compare the performance of the IFI with the T-statistic of W. Stout (1987). Data sets were computer-generated for sample sizes of 500 and 1,000 with test lengths of 15 and 45 items each. The IFI based on the sum of the squares of the residual covariances of the one-dimensional and two-dimensional non-linear factor analyses of dichotomous test data did show fairly high rejection rates of unidimensionality when two-dimensional data were generated. The results suggest that the statistic has the potential for use in the assessment of unidimensionality of test data and in the determination of the number of dimensions underlying a test. The T-statistic seemed best suited for long tests having large sample sizes, while the IFI might be preferable for smaller test lengths or smaller samples. Five tables present study data. A 23-item list of references is included. (SLD)

ED 334 236 TM 016 761

Curlette, William L.; And Others
An Evaluation Model To Select an Integrated Learning System in a
Large, Suburban School District.

years experience, educational attainment, and expenditures per pupil and percent for major functions); (3) results of the Pupil Evaluation Program, program evaluation tests, and preliminary competency tests; (4) results of Regents Examinations in comprehensive English; global studies, United States history and government, and comprehensive French; (5) results of the Regents Examinations in comprehensive Spanish and sequential mathematics I, II, and III; and (6) results of the Regents Examinations in earth science, biology, chemistry, and physics. (TJH)

ED 334 255 TM 016 849

Alcorn, Bruce K.
Retaking the NTE Core Battery: What Helps?
PUB DATE - Apr 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - College Graduates; College Students; Elementary Secondary Education; Higher Education; Mail Surveys; *National Competency Tests; Student Teachers; *Study Skills; *Teacher Certification; *Test Coaching
IDENTIFIERS - Ball State University IN; *NTE Core Battery; *Retesting

An examination of the National Teacher Examinations (NTE) database was conducted at Ball State University in Muncie (Indiana) to identify students and alumni who had to retake at least one part of the NTE Core Battery. The study, which was limited to subjects who eventually passed all three parts of the NTE Core Battery, focused on test-related actions taken by subjects between their initial failure and subsequent success. The NTE Core Battery Questionnaire was mailed to 87 subjects. Thirty-four (42%) of the subjects returned the questionnaire. Results indicate that: (1) the communication skills test was the portion most often failed; (2) as frequency of retake increased, the more likely it was that the subject would rely upon special preparation; (3) subjects typically reported use of a commercial study guide; and (4) other activities that proved to be helpful to examinees included taking fewer tests at one time, resting prior to taking the test, discussing the test with other examinees, reviewing course materials, tutoring, attending workshops, and taking a regular college course. Seven tables are included. The preliminary and final survey questionnaires are provided. (TJH)

ED 334 256 TM 016 851

Irwin, Paul M.; And Others
National Assessment of Educational Progress: Background and Status. CRS Report for Congress. 91-232-EPW.
Library of Congress, Washington, D.C. Congressional Research Service.
PUB DATE - 8 Mar 91
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Academic Achievement; Achievement Tests; Data Collection; *Educational Assessment; Educational History; Elementary Secondary Education; *National Programs; National Surveys; *State Surveys; *Testing Programs
IDENTIFIERS - *National Assessment of Educational Progress; National

offer oral testimony and engage in dialogue with NEGP members. NEGP RGP representatives presented their preliminary recommendations concerning the six goals, heard public comment, and provided the RGPs with feedback for use in preparing their final recommendations. The NEGP also held forums at the April meetings of two national organizations. Patterns in general comments from public testimony are outlined, including support for the goals; need for more than goals and reports; successful goal-related programs; the arts and foreign languages; outcomes and inputs; funding; need for broad involvement and the accommodation of diversity; maintaining local control; teacher-related issues; the purpose and audience of the 1991 NEGP Progress Report; and definition questions. Patterns in public testimony on: readiness for school (Goal 1); high school completion (Goal 2); student achievement and citizenship (Goal 3); science and mathematics (Goal 4); adult literacy and lifelong learning (Goal 5); and safe, disciplined, and drug-free schools (Goal 6) are then provided, along with sample comments and quotations about each goal. (RLC)

ED 334 276 TM 017 358

Measuring Progress toward the National Education Goals: Public Testimony, Volume 3. Summary of Testimony on Measures for Future Progress Reports.
National Education Goals Panel, Washington, DC.
PUB DATE - 26 Aug 91
NOTE - 36p.; For related documents, see TM 017 356-359.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Standards; *Advisory Committees; Annual Reports; Educational Assessment; Educational Improvement; *Educational Objectives; Educational Policy; Educational Quality; Elementary Secondary Education; Measurement Techniques; *Meetings; *National Programs; Public Opinion; Regional Planning
IDENTIFIERS - America 2000; Educational Indicators; *Monitoring Progress; *National Education Goals 1990; Progress Reporting

Patterns in general comments from public testimony and proposed future indicators (PFIs) presented at the National Education Goals Panel (NEGP) Regional Forums concerning recommendations by the six NEGP Resource Groups (RGPs) are outlined. The RGP recommendations focus on ways of measuring/monitoring the nation's/states' progress toward meeting the President's and governors' six national education goals. Between April 12 and May 17, 1991, eight governors conducted NEGP Regional Forums, during which NEGP RGP representatives presented their preliminary recommendations about each goal, heard public comments, and provided each RGP with feedback. The NEGP also held forums at the April meetings of two national organizations. PFIs for Goal 1 (readiness for school) include: a school entry form, a health screening form, and an in-school assessment profile. PFIs for Goal 2 (high school completion) include a national student data reporting system. PFIs for Goal 3 (student achievement and citizenship) include a national standards and student assessment system. PFIs for Goal 4 (science and mathematics) include: continued enhanced participation in the International Assessment of Educational Progress and the International Assessment of Educational Achievement, continued use of the National Assessment of Educational Progress, and collection of data on policies and use of state curriculum and professional teaching standards. PFIs for Goal 5 (adult literacy and lifelong learning) include: strengthening and expanding use of the National Adult Literacy

EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reference Materials - Directories/Catalogs (132), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Academic Education; *Advanced Courses; *Articulation (Education); *College Preparation; *Comprehensive Programs; Course Descriptions; *High Schools; Honors Curriculum; Integrated Curriculum; Parent Participation; Program Descriptions; School Choice
IDENTIFIERS - Paideia; *Richmond Unified School District CA

The Richmond (California) Unified School District's System for Choice allows parents and students to select from a variety of programs designed to satisfy diverse interests and needs. This publication describes offerings at De Anza High School, a Paideia school. De Anza is the only high school in the district that offers Classical Studies, a challenging academic program designed to prepare every student for college and productive employment. Classical Studies incorporates the following elements: (1) computer use across the curriculum; (2) coaching; (3) seminars; (4) extra support to help students achieve, including both academic and behavioral support; and (5) common classroom practices and whole-school strategies to manage student behavior, including goal-setting and self-evaluation, clear expectations, organization, troubleshooting, and community service. The publication lists graduation requirements, state college and university entrance requirements, sample student schedules, and a summary course list. Course descriptions are provided for the following departments and areas: (1) applied academics, including business education, consumer home economics, and industrial technology; (2) bilingual education; (3) career development; (4) computer science; (5) English; (6) fine and performing arts, including art, music, and theatre; (7) foreign languages; (8) library; (9) mathematics; (10) other courses; (11) physical education; (12) science; (13) social science; and (14) special education. Each entry includes grade level, course length, prerequisites, graduation requirements, and a brief description. (AF)

ED 334 295 UD 028 059

Fischer, Michael
Fiscal Accountability in Milwaukee's Public Elementary Schools. "Where Does the Money Go?" Volume 3, No. 4.
Wisconsin Policy Research Inst., Milwaukee.
PUB DATE - Sep 90
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Accountability; Bureaucracy; *Cost Effectiveness; *Educational Equity (Finance); Educational Finance; Elementary Education; *Expenditure per Student; Outcomes of Education; Program Costs; Program Evaluation; *Public Schools; *Resource Allocation; Urban Schools
IDENTIFIERS - *Fiscal Accountability; *Milwaukee Public Schools WI

This report describes the current spending priorities of the Milwaukee (Wisconsin) Public Schools (MPS) and suggests how the same amount of money could be better spent on educating children. The report's major findings include the following: (1) of an average $6,451 expenditure per MPS pupil in 1989-90, only 26 percent finds its way into the elementary classroom; (2) of this $6,451 per-pupil expenditure, only $3,659, or 57 percent of per-pupil costs, is spent in the average MPS elementary school; (3) the proportion of MPS money going to instruction has decreased steadily over the past two decades, from 70 percent of the budget decisions in the hands of the instructional staff, requiring a complete restructuring of the traditional school organization. The emphasis on local responsibility for educational outcomes requires an appropriate decision-structure built around the school's unity of purpose. The school must also develop the capacity to identify challenges, to understand these challenges, and to implement and evaluate solutions. Fifty schools nationwide have begun the six-year process needed to implement the accelerated school program. Cost estimates average about $1,000 per pupil per year. Although many issues regarding curriculum development, changing staff roles, and developing parent participation will require further exploration, the Accelerated Schools Model offers hope for closing the educational gap between America and other countries, and between the disadvantaged and the advantaged. Comments by T. P. Fitzgerald, Frances Kemmerer, and Steven D. Gold and a response by the presenter are included. (FMW)

ED 334 314   UD 028 132

Samuda, Ronald J.
New Approaches to Assessment and Placement of Minority Students: A Review for Educators.
SPONS. AGENCY - Ontario Dept. of Education, Toronto.
PUB DATE - 90
NOTE - 71p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Administrator Attitudes; Cultural Pluralism; *Educational Policy; Elementary School Students; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Immigrants; Limited English Speaking; *Minority Groups; Psychological Testing; Resistance to Change; Screening Tests; Secondary School Students; Social Integration; *Student Evaluation; *Student Placement; Teacher Attitudes
IDENTIFIERS - Kaufman Assessment Battery for Children; Learning Potential Assessment Device; *Ontario

The unprecedented influx of new settlers into Canada since 1962 has compounded the problems of minority student assessment and placement. This paper discusses the underlying issues involved in assessment and placement of minority students, then reviews related problems. Until the 1950s, Canada's school system, like that of Great Britain and the United States, relied heavily on psychometric testing to assess and place students, a practice that reinforced socioeconomic class distinctions. Because many minority students did not perform well on such tests, they were disproportionately placed in special education or vocational classes. The paper explores the incongruity of traditional assessment tests by examining the history and conceptual framework of intelligence testing. The report then focuses on how Ontario's multicultural objectives are reflected in policy and practice and what considerations are being taken into account regarding the assessment and placement of minority students. Several innovative approaches to assessment are discussed in the light of their use among minority children. The final chapter reports the findings of a consultative committee on minority testing. Nondiscriminatory assessment, the committee concluded, will depend on educators' awareness of and sensitivity to the following factors: (1) current research; (2) cultural and linguistic biases inherent in currently available ability tests; (3) different learning styles requiring different teaching modes; (4) a curriculum reflecting diverse cultural realities and acknowledging the contribution of minority groups; (5) opportunities within classrooms for students to express themselves in a variety of modes; and (6) regular and considerably by a long process of highly subsidized suburbanization and racism. Persistent poverty is connected to the following structures and processes: (1) the global economy; (2) the United States' industrial structure; (3) Federal social policy; (4) urban labor markets; and (5) local politics and policy. The increasingly integrated and competitive global economy has forced U.S. corporations to search for cheaper ways to compete, resulting in a steady erosion of the power of the working man in the United States and a reduction in his standard of living. Job losses, cuts in social programs, and the replacement of community and collective interests with self-interest have worsened the situation of Blacks and Latinos, who have traditionally suffered from low wages, bad housing, and poor schools. The situation of the poor can be radically improved through a staged process of local empowerment, the formation of new political coalitions, and the consequent "bottom up" restructuring of national priorities. Statistical data are presented in six tables and 30 graphs. (FMW)

ED 334 333   UD 028 159

Suspensions in Massachusetts Public Schools: 1988-1989.
Massachusetts State Board of Education, Boston.
PUB DATE - Apr 91
NOTE - 48p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Black Students; Elementary Secondary Education; Hispanic Americans; In School Suspension; Public Schools; *Racial Differences; *Rural Urban Differences; School Districts; *Sex Differences; *Special Needs Students; State Surveys; *Suspension; White Students
IDENTIFIERS - *African Americans; Hispanic American Students; *Massachusetts

This report describes the extent of student suspension at the state and district levels in Massachusetts during 1988-89. Suspension removes a student from participation in school activities for up to 10 consecutive days. Suspensions are classified as either "out-of-school," during which students are prohibited from attending school, or "in-school," during which students must attend school in a separate place in the school under supervision. The following key findings are presented: (1) overall, a total of 5.3 percent of students in PreK-12 were suspended out-of-school, and 6.6 percent were suspended in-school; (2) suspensions varied widely at the district level; (3) suspensions were low in the elementary grades, increased sharply in grade 7, peaked in grade 9, and, beginning in grade 9, a noticeably higher percentage of students were suspended in-school than out-of-school; (4) males were twice as likely to be suspended as females; (5) African Americans and Hispanic Americans were more likely to be suspended than Whites; (6) suspensions were highest in urban centers, growth communities, and rural economic centers; and (7) special needs students were most likely to be suspended out-of-school. Statistical data are presented in nine tables and six graphs. The following materials are appended: (1) a discussion of the survey methodology; (2) a list of other reports submitted to the Massachusetts Department of Education by individual schools and districts; (3) two tables of statistical data; and (4) a list of school districts by type. (FMW)

ED 334 334   UD 028 160

Maybury, Karol K.

ED 334 134 SO 021 470

Stinespring, John A.
Cognition: What We Know and What It Means for Art Teachers.
PUB DATE - 22 Mar 91
NOTE - 34p.; Paper presented at the Convention of the National Art Education Association (31st, Atlanta, GA, March 20-24, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Art Education; Art Teachers; *Cognitive Development; Cognitive Psychology; Cognitive Structures; Divergent Thinking; Elementary Secondary Education; Epistemology; Evaluation Methods; Knowledge Level; Learning Processes; Literature Reviews; *Metacognition; *Problem Solving; *Thinking Skills

This paper reviewed literature on cognition to help art teachers understand what they can learn from the huge body of literature that has been generated by cognitive psychologists. It is argued that, in this information society, teaching memorization skills is not enough; students must learn problem-solving skills. A long list of specific thinking processes that have been researched is reported, and it is noted that many cognitive psychologists have attempted to compare the problem-solving processes of experts with novices. Experts, it is concluded, spend much more time than novices on improving the meaning of what they write, or on analyzing a problem. Experts use pattern recognition based on abstract principles. In addition, a major difference between experts and novices centers on metacognitive functioning, one of the most consistent themes in cognitive psychological research. Art teachers usually work with individual students to understand their cognitive approaches; this metacognitive approach ensures that the quality of the performance is assessed, rather than just the finished product. Analogic reasoning, metaphors, and synetics are also reviewed. Research about intuition as cognition and the use of symbols as they relate to cognition and art are described, and the advantages of active applications of knowledge are identified. The final sections of the document address problem-solving as central to cognition; better cognitive skills result in more effective problem-solving skills. The advantages of art include engaging the imagination, fostering flexible ways of thinking, developing disciplined effort, and building self-confidence. (DOM)

ED 334 135 SO 021 530

Klecker-Higgins, Raymond
Model Learner Outcomes for Art Education.
Minnesota State Dept. of Education, St. Paul.
PUB DATE - 91
NOTE - 78p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Aesthetic Education; Art Activities; Art Criticism; *Art Education; Art History; *Curriculum Design; *Curriculum Development; *Educational Philosophy; Elementary Secondary Education; Outcomes of Education; State Curriculum Guides; *Visual Arts
IDENTIFIERS - Minnesota; Model Learner Outcomes

This document records the Minnesota Department of Education's philosophy of art education. Chapter 1 outlines the educational and learner values, philosophy, mission, and goals of the State they serve and maximizing local resources. These standards include a mission statement and 12 chapters concerning: community support; comprehensive health education curriculum (PK-12); school counseling and psychological services; school health services; school climate and environment; coordination of in-school services; coordination of community and school resources; family involvement; staffing qualifications; staff development; administration; and evaluation. Each section includes a goal and several suggestions for reaching the goal. (AMH)

ED 334 156 SP 033 115

Thompson, Linda P.; And Others
Canadian Secondary School P E Lessons--Class Context and Learner Involvement (ALT-PE).
PUB DATE - 91
NOTE - 39p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Classroom Environment; Foreign Countries; Physical Activities; Physical Activity Level; *Physical Education; *Psychomotor Skills; Secondary Education; *Student Participation; Teacher Effectiveness; Teaching Methods; *Time on Task
IDENTIFIERS - Academic Learning Time in Physical Education; Canada

The Academic Learning Time in Physical Education (ALT-PE) instrument is a popular research tool for investigations of student engagement patterns in physical education settings. This study examined student engagement patterns in a large Canadian urban center measured with the 1982 version of the ALT-PE instrument in a variety of secondary physical education classes. A total of 119 lessons involving 28 different activities were observed. Data were analyzed according to grade level, gender, and activity groupings. The results suggest that teachers tend to set a favorable context for achieving motor learning goals by devoting high proportions of lesson time to subject matter (motor and knowledge) activities. However, student involvement in successful motor activities (MA) is disappointing. MA percentages range from 4 percent to 77 percent with an average of 33 percent. Wide differences in percentages for all observed behaviors were reported for activities. The challenge for teachers of secondary school physical education is to set a favorable context for motor learning and then to ensure that students remain involved with subject matter with a high degree of success. (Author/IAH)

ED 334 157 SP 033 119

Bettencourt, Antonio; Gallagher, James J.
Changing the Conversation: When Science Teachers Start Talking about Instruction.
PUB DATE - 90
NOTE - 37p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 8-11, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Attitude Change; Collegiality; *Communication (Thought Transfer); *Educational Environment; *Group Dynamics; *Interprofessional Relationship; Junior High Schools; Literature Reviews; Qualitative Research; *Science Teachers; Secondary Education; Secondary School Science; Teacher Attitudes; Teamwork
IDENTIFIERS - Knowledge Base for Teaching; *Teacher Isolation

*National Education Goals 1990

A brief summary is given of the rationale for each of the six National Education Goals announced by President Bush and the nation's governors in February 1990, and measures to meet each goal are proposed. To meet goal 1, readiness for school, measures related to the following issues are included: prenatal care, parent education, health care, and home to school transition. For goal 2, school completion, measures include: early intervention, remedial education, dropout prevention and reentry programs, and community involvement. To meet goal 3, student achievement and citizenship, measures include: accountability of student, school employees, schools, communities, and parents; shared decision making; and international education. Some measures proposed to meet goal 4, science and mathematics achievement, relate to: school personnel, professional development, curriculum, and access. Measures for goal 5, adult literacy and lifelong learning, include: school-to-work transition, adult literacy programs, vocational-technical education, postsecondary student assistance, and educating for democracy. To meet the final goal--safe, disciplined, and drug-free schools--the proposed measures include: community involvement, drug education, referral and treatment, and government and community action to reduce violence in schools. (IAH)

ED 334 178 SP 033 164

Williams, David D.
Student Teachers as Naturalistic Inquirers.
PUB DATE - Apr 91
NOTE - 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cooperating Teachers; Evaluative Thinking; Higher Education; *Journal Writing; *Naturalistic Observation; *Participant Observation; Personal Narratives; *Research Skills; Secondary Education; Student Teachers; Student Teacher Supervisors; *Student Teaching; Theory Practice Relationship
IDENTIFIERS - Brigham Young University UT; *Reflective Teaching

This study was conducted in order to examine the efficacy of involving student teachers as naturalistic inquirers during their field experience. Such tasks as taking fieldnotes, doing simple qualitative analyses, writing brief summary reports, and learning to think critically about educational issues while learning to teach, is a very helpful approach for preparing teachers. The study was undertaken in 1989 in a moderately large high school and involved a university supervisor, two cooperating teachers, and four student teachers. The students agreed to keep fieldnotes as part of their experience and to share those notes with their supervisor on a regular basis throughout the year. During the 1990-1991 school year, a new group of 5 student teachers participated in this experience; the supervisor taught them naturalistic inquiry while their cooperating teachers taught them how to teach. The students' fieldnotes and conversations with the university supervisor, the cooperating teachers, and other student teachers were analyzed. The data analysis revealed that the process of involving student teachers as naturalistic inquirers works for both student teachers and cooperating teachers, and it gives the university supervisor a wealth of information against which to judge the quality of the student teachers. (Most of this document is comprised of excerpts from student teachers' journals.) (LL) higher test scores. The test scores are being used to provide accountability, an important aspect of the educational reform effort. An Educational Management Information System is being developed for each district. The impact of testing requirements and the emphasis on accountability in Ohio are evidenced in the following areas: (1) curriculum alignment; (2) state versus local control; (3) teaching; and (4) effects on at-risk students. The reform bill is directly related to student test outcomes. The use of tests to measure effectiveness of the reform has strong support, but care must be taken to overcome the limitations of reliance on test scores alone. A 17-item list of references is included. (SLD)

ED 334 198 TM 016 299

Anastasi, Anne
Are There Unifying Trends in the Psychologies of 1990?
PUB DATE - Aug 90
NOTE - 44p.; Paper presented at the Annual Meeting of the American Psychological Association (98th, Boston, MA, August 10-14, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cognitive Processes; Educational Psychology; *Psychological Characteristics; Psychological Testing; Psychologists; *Psychology; Psychometrics; Social Science Research; *Theory Practice Relationship; Trend Analysis

The complexity and rapid expansion of the entire field of psychology make it appropriate to speak of "psychologies" when acknowledging the need for specialization of training and expertise. Nevertheless, unifying trends (UTs) exist in psychology, even though there can be no single set of theoretical principles to account for all empirical findings. UTs can extend in various directions, such as across theoretical orientations, across major fields of specialization, across methodologies, across cultures, across age levels, between theory and empirical research, and between basic science and practice. For example, the following UTs are currently observable in the field of psychometrics: recognition of psychological trait hierarchies; research on trait formation; the study of interactions of traits and situations; linkage between cognitive and affective variables; the study of the contributions of heredity and environment; the study of psychological testing in context; and contributions of cognitive psychology. UTs are also apparent in other areas of psychology; two examples are the evolving linkage between the experimental psychology of learning and the educational psychology of instruction, and an integrative movement in psychotherapy. Some conspicuous instances of the reverse trend are evident, in which new developments are treated as revolutionary. In such an approach, existing ideas, theories, or methods are discarded to make room for new ones. Such a strategy may yield short-term benefits for the individual psychologist, but it tends to retard the progress of psychology as a science, its effectiveness in solving practical problems, and its acceptance and credibility by the public. A 116-item list of references is included. (SLD)

ED 334 199 TM 016 447

Ross, John A.; Cousins, J. Bradley
Patterns of Student Growth in Reasoning about Multivariate Correlational Problems.
Ontario Inst. for Studies in Education, Peterborough. Trent Valley Centre.

Evaluation Instruments (160)
DESCRIPTORS - *Academic Achievement; *Academically Gifted; Acceleration (Education); Advanced Students; *Aptitude; Attitude Change; Attitude Measures; Elementary School Students; Elementary Secondary Education; Higher Education; *Mathematics Instruction; Rating Scales; Secondary School Students; *Sex Differences; Stereotypes; *Student Attitudes; Student Interests; Student Motivation; Test Construction
IDENTIFIERS - *University of Minnesota

A special effort was undertaken in 1988 to increase the number of females in the University of Minnesota Talented Youth Mathematics Program (UMTYMP), a program of accelerated mathematics instruction for elementary school, junior high school, and senior high school students. As part of this effort, attitudinal data were collected from participants. The attitudinal scales that were used are described. Gender differences and attitudinal changes during the students' first year in the program (from the fall of 1988 to the spring of 1989) were studied. Seven attitude scales were developed to measure: (1) interest; (2) motivation; (3) confidence; (4) readiness for taking the mathematics course; (5) support; (6) priorities; and (7) stereotyped attitudes. Subjects were 62 males and 29 females. Mean gender differences for data from the fall tended to favor males on five of the seven scales. However, the only significant differences were that males were more confident than females and females were more ready for independent study. Over the year, both sexes exhibited a negative change in attitude. Implications for selection of female students who would be good risks for continuing in the UMTYMP are discussed. Five tables present study data, and the attitude survey is provided in Appendix A. (SLD)

ED 334 218   TM 016 676

Terwilliger, James S.
Distinctions between Item Format and Objectivity in Scoring.
PUB DATE - Apr 91
NOTE - 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Classroom Techniques; *Educational Testing; Higher Education; *Measurement Techniques; Objective Tests; Questioning Techniques; *Scoring; Teacher Education; Test Construction; Test Format; Testing Problems; *Test Items; Textbook Content
IDENTIFIERS - Free Response Test Items; *Paper and Pencil Tests

This paper clarifies important distinctions in item writing and item scoring and considers the implications of these distinctions for developing guidelines related to test construction for training teachers. The terminology used to describe and classify paper and pencil test questions frequently confuses two distinct features of questions: response format, and objectivity in scoring. There are three major response formats: (1) choice response; (2) free response; and (3) any combination of choice response and free response. Objectivity may be operationally defined by asking subject matter experts to indicate which responses should be accepted as correct. The consensus among the experts provides an empirical definition of the objectivity of the item. Results of a review of 10 commonly used textbooks on classroom measurement are discussed, which reveal inconsistency and confusion in the treatment of issues related to objectivity. Textbooks often imply that objectivity is guaranteed by specific response formats;

PUB DATE - Apr 91
NOTE - 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; *Computer Assisted Instruction; Computer Software Evaluation; Computer Software Selection; Courseware; Decision Making; Elementary Education; Evaluation Criteria; *Evaluation Methods; *Models; *School Districts; Suburban Schools
IDENTIFIERS - *DeKalb School District GA; *Integrated Learning Systems; Multi Attribute Utility Theory

The systematic evaluation process used in Georgia's DeKalb County School System to purchase comprehensive instructional software--an integrated learning system (ILS)--is described, and the decision-making model for selection is presented. Selection and implementation of an ILS were part of an instructional technology plan for the DeKalb schools that called for common hardware and computers in the classrooms. The ILS was to be introduced to grades 2 through 6 over a period of 5 years. Initially, a committee of instructional leaders and local school personnel rated 13 software packages from several vendors. Three systems--Computer Curriculum Corporation, Education System Corporation, and World Institute of Computer Assisted Teaching (WICAT)--were tested in three elementary schools using third grade students (N=229). The Multi-Attribute Utility Method from decision theory was used to evaluate these systems without regard to cost. The evaluation took into account: (1) student achievement while using the ILS; (2) teacher experience in using the ILS; and (3) technical and administrative experience with the software. The analysis indicated that all three systems more than met the school system's criteria. At that point, cost was considered, leading to the selection of the system of the WICAT. The decision-making model went beyond preevaluation to test the software in classroom situations, yielding vital information for the school system. One table is included. (SLD)

ED 334 237   TM 016 762

Sykes, Robert C.; And Others
Assessing the Effects of Computer Administration on Scores and Parameter Estimates Using IRT Models.
PUB DATE - Apr 91
NOTE - 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adults; Certification; Comparative Testing; *Computer Assisted Testing; *Item Response Theory; *Licensing Examinations (Professions); Psychometrics; *Scores; Test Construction; Test Format; Test Items; *Test Validity
IDENTIFIERS - *Paper and Pencil Tests

To investigate the psychometric feasibility of replacing a paper-and-pencil licensing examination with a computer-administered test, a validity study was conducted. The computer-administered test (Cadm) was a common set of items for all test takers, distinct from computerized adaptive testing, in which test takers receive items appropriate to their estimated abilities. The Cadm version, scheduled for implementation in 1990, would consist of 230 items. The validation study was designed to

Education Goals 1990

The current progress of the National Assessment of Educational Progress (NAEP) is examined, and its background is summarized. Federally financed since the late 1960's, the NAEP is a survey of U.S. students' achievment in various subject areas. As an indicator of change in elementary and secondary educational achievement, it has received attention with regard to measuring progress toward the National Education Goals. Until recently, assessments have been conducted for the nation as a whole and by region, but not on a state or local basis. However, a voluntary state demonstration project was authorized for 1990 and 1992 assessments to determine whether valid and reliable data could be obtained at the state level; preliminary information should be available by the summer of 1991. The NAEP was given its statutory basis in 1978, was last amended in 1988, and is presently authorized through 1993. It is currently conducted by the Educational Testing Service under contract with the National Center for Education Statistics. (SLD)

ED 334 257 TM 016 854

Zeller, Nancy
A New Use for New Journalism: Humanizing the Case Report.
PUB DATE - Apr 91
NOTE - 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Case Studies; *Data Analysis; Evaluation Methods; *Literary Devices; *New Journalism; *Social Science Research; Technical Writing; *Writing (Composition)
IDENTIFIERS - *Naturalistic Research

It is argued that expressive writing strategies, particularly those used by New Journalists, may eventually serve as models for case reporting in social science research. New Journalism refers to a movement begun in the 1960's that strives to reveal the story hidden beneath surface facts. It involves the use of fictive techniques applied to the description of real events and real people. Many people have seen a strong connection between social science and New Journalism. The obvious similarities in the ways naturalistic inquirers and New Journalists gather and process information include challenging the positivist assumptions about the subjective nature of truth. Four sample case reports are included to illustrate possible applications of these techniques of New Journalism: (1) scene-by-scene construction; (2) character point of view; (3) third person point of view; and (4) full detailing of the status of participants. Among the limitations of the approach are problems of integrity, confidentiality, collection and analysis of data, and the temptations of straying into imaginative writing. The rhetoric of New Journalism is not yet an appropriate approach for case reports, but research may eventually support its feasibility. A 72-item list of references is included. (SLD)

ED 334 258 TM 016 863

Jeffers, Hugh W.
Valuing as the Key to Education's Moral Concerns.
PUB DATE - 89
NOTE - 16p.
LANGUAGE - English

Survey (NALS), creating target scores for NALS performance, and using data produced by the Commission on Achieving Necessary Skills. PFIs for Goal 6 (safe, disciplined, and drug-free schools) include: continued use/expansion of the Monitoring the Future student survey for the National Institute of Drug Abuse and the Youth Risk Behavior Surveillance System, encouragement of good local data collection, and use of "super" indicators. (RLC)

ED 334 277 TM 017 359

Measuring Progress toward the National Education Goals: Public Testimony, Volume 4. Minutes of the Regional Forums.
National Education Goals Panel, Washington, DC.
PUB DATE - 26 Aug 91
NOTE - 116p.; For related documents, see TM 017 356-358.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Standards; *Advisory Committees; Educational Assessment; Educational Improvement; *Educational Objectives; Educational Policy; Educational Quality; Elementary Secondary Education; Measurement Techniques; *Meetings; *National Programs; *Public Opinion; Regional Planning
IDENTIFIERS - American 2000; Educational Indicators; *Minutes of Meetings; Monitoring Progress; *National Education Goals 1990

The minutes of eight Regional Forums (RFMs) conducted by the National Education Goals Panel (NEGP) to solicit public comments on recommendations by the six NEGP Resource Groups (RGPs) concerning the President's and governors' six national education goals are presented. Between April 12 and May 17, 1991, eight governors conducted RFMs attended by almost 3,000 people, with between 200 and 400 present at each RFM. Each host governor invited a delegation from five or six neighboring states to attend the meeting in the governor's state capitol. During the RFMs, governors and their representatives, regional experts, state and local officials, and the public offered oral testimony and talked with NEGP members concerning what information the NEGP should use to measure the progress of the nation and states toward meeting the six goals. RGP representatives presented their preliminary recommendations, heard public comment, and provided the RGPs with feedback for use in preparing their final recommendations. Each set of minutes was prepared by the staff of the regional educational laboratory that serves the host governor's state. The names, affiliations, and testimony of each person offering oral testimony are presented. Repeatedly, the public told the NEGP of the interconnections among the goals and the need to engage broad coalitions to work together to meet the goals. From prenatal health care to lifelong learning, the minutes reflect the broad array of topics to be addressed and actors and activities that need to cooperate if these goals are to be achieved. (RLC)

ED 334 278 TM 017 360

Measuring Progress toward the National Education Goals: A Guide to Selecting Indicators. September 1991 Progress Report.
National Education Goals Panel, Washington, DC.
PUB DATE - 3 Jun 91
NOTE - 40p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

in 1968 to 45 percent in 1989; (4) although the overall MPS budget has grown by 88 percent since 1978, teacher salaries in real dollars have declined; (5) MPS expenditures per elementary pupil include $85 for all supplies, materials, books, furniture, and equipment, compared to $943 for administration; (6) there is an MPS ratio of one person in administration for every four teachers; and (7) total MPS spending for administration is twice as much as for student transportation. An alternative, bureaucracy-reducing budget is proposed. The report includes statistical data in 11 tables and graphs and five appendixes. (AF)

ED 334 296 UD 028 362

Gill, Wali
African American Males: Leaving the Nightmare.
PUB DATE - 91
NOTE - 14p.; Paper presented at the Conference on the Troubled Adolescent: A Nation's Concern and Its Response (Milwaukee, WI, April 9-11, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *African Culture; *At Risk Persons; Blacks; Community Role; Educational Discrimination; Elementary Secondary Education; *Intervention; *Males; Mentors; Parent Role; Program Descriptions; Racial Bias; Racial Discrimination; Self Concept; *Self Esteem; *Youth Problems
IDENTIFIERS - *African Americans; Rites of Passage

The plight of African American males has become a problem of alarming proportions in the United States. This paper reports serious disadvantage and risk for this group in terms of education, employment, poverty levels, family disintegration, criminal status, health, and death rates. The paper contends that the crisis for African American males must be addressed and resolved by persons of African descent and sensitive educators. Among proposed educational solutions are all-male classes and Rites of Passage programs. The paper includes an introduction and four main sections. The first section, "The Horrible Statistics," presents data on the marked disparities between African American and European American male prospects for successful educational and life outcomes. The second section, "Why All-Male Classes?" presents arguments for separating African American male students in special classes in order to improve academic achievement and self-esteem. The third section, "Models," describes the following all-male programs: (1) African American Immersion schools (Milwaukee, Wisconsin); (2) Ujamaa Institute (New York, New York); (3) Project 2000 (Morgan State University, Maryland); and (4) Rites of Passage programs in various communities. The fourth section, "Doing the Right Thing," presents seven strategies for parents and community for supporting and encouraging African American males. A list of 25 references is appended. (AF)

ED 334 297 UD 028 067

Goldberg, David Theo, Ed.
Anatomy of Racism.
PUB DATE - 90
NOTE - 379p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Collected Works - General (020)
DESCRIPTORS - Anti Semitism; Discourse Analysis; Discriminatory Legislation; Ethnic Bias; Ethnic Discrimination; Ethnicity;

continuous assessment, including both formal and informal, both standardized and alternative, methods. A bibliography with 109 entries is appended. (CJS)

ED 334 315 UD 028 133

Miller, Angela Perez
An Analysis of the Persistence/Dropout Behavior of Hispanic Students in a Chicago Public High School.
PUB DATE - 91
NOTE - 68p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Academic Persistence; *Dropout Characteristics; Dropout Research; Dropouts; *Ethnic Groups; Hispanic Americans; Mexican Americans; Models; *Predictor Variables; Puerto Ricans; School Holding Power; *Sex Differences; Urban Schools
IDENTIFIERS - *Chicago Public Schools IL; *Hispanic American Students; *Tinto Model

This study of the school-related factors that influence the persistence or withdrawal of Hispanic American high school students did not validate Tinto's model of dropout behavior. Tinto's model (1975) is based on a sequence of the following variable clusters: (1) background characteristics; (2) external factors; (3) academic integration; (4) social integration; and (5) commitment to school. An adaptation of Tinto's model was applied to a sample of high school student volunteers in Chicago (Illinois) that included 98 Puerto Rican, 189 Mexican, and 6 other Hispanic American students. The following findings are discussed: (1) school-related variables did not predict persistence/withdrawal behavior for the total sample, or for the male, female, Mexican, or Puerto Rican subgroups; (2) school-related variables influenced the school commitment of Mexican males; (3) external factors influenced the persistence/withdrawal for the total sample and for males and females separately; (4) school commitment variables positively influenced persistence for males but not for females; (5) Puerto Rican students appeared to be positively influenced by pre-high school achievement and negatively influenced by external factors, whereas Mexican students were more likely to be positively influenced by personal commitment; and (6) patterns of persistence behavior varied by Hispanic subgroup and by sex. The following materials are appended: (1) a list of 65 references; (2) seven tables of statistical data; (3) one figure; and (4) a categorization of the survey and data items. (FMW)

ED 334 316 UD 028 134

Shoho, Alan R.
Americanization through Public Education of Japanese Americans in Hawaii: 1930-1941. The Effect of Extracurricular Activities on the Americanization Process.
PUB DATE - 91
NOTE - 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Historical Materials (060), Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Acculturation; Athletics; Clubs; *Extracurricular

Teen Father Handbook for Teen Fathers and Teen Fathers-To-Be: Straight Talk for Young Fathers.
YWCA of Sacramento, CA.
SPONS. AGENCY - California State Office of Economic Opportunity, Sacramento.
PUB DATE - 91
NOTE - 27p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Abortions; Adolescents; Adoption; *Early Parenthood; *Family Planning; *Fathers; Foster Care; Parenthood Education; *Parent Role; *Pregnancy
IDENTIFIERS - California (Sacramento)

This handbook, published by the Teen Father's Program of the Sacramento (California) YWCA, outlines options available to teen fathers-to-be, as well as adolescent males who are already fathers, and where they can find help. While the final decision about pregnancy legally rests with the mother, the father can be involved in the process by helping the mother make the decision, supporting the mother, and being an involved father if the mother decides to keep the baby. Fathers-to-be are especially encouraged to be responsible and patient and to help support the mother, even though she may be feeling very sensitive and depressed. The following options are briefly explained: (1) adoption, whether handled independently (open adoption) or through an agency (closed adoption), requires that the father and the mother give up all rights and responsibilities to the adoptive parents; (2) abortion is a highly emotional issue but is a legal option that is safer for adolescent mothers than giving birth; (3) foster care is generally a short-term option in which the baby lives in a foster home but the father and mother are still legally the parents; and (4) keeping the baby, an option chosen by many teens, requires an honest assessment of maturity, the impact of the baby on daily life, and financial resources. The answers to 16 questions commonly asked by teen fathers are included. A list of two references, a brief description of the Teen Father's Program, and a list of 31 community resources are appended. (FMW)

ED 334 335 UD 028 161

Rothstein, Richard
Shared Decision Making--The First Year.
Los Angeles Unified School District, Calif.
PUB DATE - 5 Nov 90
NOTE - 32p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Administrator Role; Educational Improvement; Elementary Secondary Education; *Parent Participation; *Participative Decision Making; *Principals; Program Evaluation; *School Based Management; School Restructuring; Urban Schools
IDENTIFIERS - *Los Angeles Unified School District CA

This report summarizes an evaluation of Shared Decision Making (SDM) in Los Angeles (California) schools and also includes some comments about School Based Management (SBM). SDM is a democratization of local school decision making that delegates decisions formerly made by principals to local school leadership councils composed of teachers, parents, and nonteaching school personnel. SBM is a decentralization of decision making that

Board of Education. These ideas aim to provide a model for use by communities and school staff to improve the learning experiences they offer students. They also are the hierarchy used by Department staff and teams of educators as they develop model learner outcomes. Chapter 2 discusses goals and program level learner outcomes in art education. Their philosophy represents the growing trend away from art-making towards an art education that can enrich everyone's lives. They consider such issues as cultural heritage, gender fairness, sensitivity to differently abled individuals, and global education as well as developing cognitive skills. In chapter 3 learner outcomes are addressed. They represent major concepts in the art education field and are intended to serve as models that can be adapted to fit course content based on local needs and resources. These model learner outcomes (MLC) are organized under four headings: Context, Conceptualization, Construction, and Communication. Chapter 4, "Transposing and Developing Learner Outcomes into Curriculum," discusses the interrelationships of philosophies, rationales, curriculum models, and a day-to-day curriculum. Sample unit and lesson plan development models are provided and evaluation in art education is considered. The appendices outline art-related careers, health and safety in art, sample developmental considerations for the Art Education Model Learner outcomes, and art education contacts and resources. (KM)

ED 334 136 SO 021 531

Art Competencies and Key Skills for Missouri Schools for Kindergarten through Advanced High School Art.
Missouri Art Education Association, Jefferson City.; Missouri State Dept. of Elementary and Secondary Education, Jefferson City.
PUB DATE - Jun 90
NOTE - 49p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Aesthetic Education; Art Activities; *Art Appreciation; *Art Education; Art History; Cultural Awareness; *Curriculum Design; *Curriculum Development; *Educational Philosophy; Elementary Secondary Education; State Curriculum Guides; Student Educational Objectives; Visual Arts
IDENTIFIERS - Missouri

The importance of art education in Missouri's schools is documented. This guide is based on the premise that studying art stimulates and fosters creativity, and cognitive skills as well as enhances cultural awareness and communication. Enrollment, time allotments, and credit requirements are outlined for art education at all levels. For each grade level, K-12, key skills and competencies needed to help students explore and develop skills for understanding, experiencing, and evaluating visual art are identified. The elements of art and principles of design also are outlined. The remainder of the document is devoted to developmental charts that suggest when teachers should introduce and reinforce the following skills and themes: (1) know appropriate art media, methods and tools, and the artistic problem-solving processes; (2) recognize and successfully employ the elements and principles of design; (3) understand that people have visually recorded experiences and expressed ideas throughout time; (4) demonstrate an understanding of the role of art in a social context; (5) describe, interpret, and judge works of art, and use appropriate art vocabulary to explain the evaluations; and (6) demonstrate an understanding of personal, group, and cultural relationships and interactions with art. (KM)

The problem of teacher isolation and lack of collegial relationships has been extensively documented and considered one of the obstacles to improvement of instruction. The study reported here analyzed some empirical evidence about how that situation can change in junior high school science. The study investigated: (1) what happens when science teachers interact with each other on a frequent basis about instructional matters? and (2) what are some of the aspects of the school environment that make such conversation possible and fruitful? The data came from inventories, structured interviews, fieldnotes, transcripts of audiotapes, support teacher logs, meeting agendas and notes, exemplars of student work, and other such sources. It was found that extended interaction of science teachers about instructional matters feeds into the improvement of their practice, motivates experimentation, and allows the transformations in practice to feed back into the conversation. The study findings indicate that teachers' isolation is not impossible to break. There is a need, however, for teacher-based departmental effort and administrative support. (Most of the paper is comprised of a literature review on teacher isolation.) (Author/AMH)

ED 334 158 SP 033 120

Bettencourt, Antonio; Gallagher, James J.
Helping Science Teachers Help Science Teachers: A Study of Change in Junior High School Science.
PUB DATE - Mar 89
NOTE - 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, March 29-31, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Change Strategies; Classroom Observation Techniques; *College School Cooperation; Education Courses; Inservice Teacher Education; Junior High Schools; *Master Teachers; *Science Instruction; *Science Teachers; Secondary School Science; Unions
IDENTIFIERS - Toledo Public Schools OH

This paper describes the development and implementation of a project to prepare science support teachers to work in four junior high schools in Toledo, Ohio. The project was collaboratively developed by the Institute for Research on Teaching at Michigan State University, the Toledo school district, and the American Federation of Teachers. The concept of support teacher, based on the "master teacher" concept presented in the 1986 Carnegie and Holmes Group Reports, was developed around four closely related activities: (1) change the teaching-learning processes in the support teachers own classrooms; (2) support the change in the teaching-learning processes of other science classes by the use of observation and feedback; (3) use the departmental meetings and informal contacts for the diffusion of new ideas, new concepts, and new strategies, and to discuss problems of teaching and learning science in meaningful ways; (4) study research reports, conceptual articles, and articles about teaching-learning practices in order to conceptualize the redirection of the support teachers and science faculty teaching-learning practice. Results are presented from a preliminary analysis of data which focuses on support teacher training seminars, classroom observation, impact on student learning, and the processes of change. (IAH)

ED 334 159 SP 033 124

Wentland, Daniel M.

ED 334 179 SP 033 166

Nagel, Nancy; Driscoll, Amy
Sources of Influence on "Learning To Teach."
PUB DATE - Apr 91
NOTE - 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Two tables have extremely small/filled print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Curriculum Development; Elementary Secondary Education; Higher Education; *Influences; *Internship Programs; Nontraditional Education; Preservice Teacher Education; Seminars; *Student Teachers; *Teacher Education Curriculum; *Teacher Education Programs; *Teaching Models; Theory Practice Relationship
IDENTIFIERS - Cooperative Professional Education Program; Individualized Learning Plans; Portland State University OR

This study describes the field experience of teaching interns (n=6) who were enrolled in the Cooperative Professional Education Program (CPEP), an alternative education program at Portland State University (Oregon), and addresses the most significant influences in the learning process. The methods employed were observation of field experiences and follow-up interviews conducted over a 5-month period. The interviews were structured with open-ended questions, seeking the sources of influence on observed teaching behaviors. Major components of the CPEP were: a 9-month field experience; an individualized learning plan; weekly seminars; and a support team consisting of the cooperating teacher, university supervisor, building administrator, and university advisor. The information gained from this study indicated that immediately applying content to practice, observing various teaching models, learning about instructional models, and trying out these models in classrooms assisted interns in analyzing and synthesizing multiple models of instruction. This process enabled interns to move beyond imitating single models of instruction and towards creating personal models of teaching. (LL)

ED 334 180 SP 033 170

Thompson, Ann D.; Hamilton, Julie
Patterns of Use of an Electronic Communication Network for Student Teachers and First Year Teachers.
PUB DATE - 91
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - College School Cooperation; *Computer Networks; *Electronic Mail; Elementary Secondary Education; Helping Relationship; Higher Education; *Information Networks; Mentors; Preservice Teacher Education; Program Evaluation; *Student Teachers; Teaching Experience
IDENTIFIERS - Experienced Teachers; *Iowa State University

The professional isolation of educators, and particularly of new teachers, has long been a problem. A number of colleges and universities have attempted to address this problem by establishing computer networks that link experienced teachers in classrooms with beginning teachers. The College of Education at Iowa State University has established the Electronic Education Exchange, a pilot project designed to investigate the

SPONS. AGENCY - Ontario Dept. of Education, Toronto.
PUB DATE - Apr 91
NOTE - 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Age Differences; *College Students; Comparative Analysis; *Correlation; *Elementary School Students; Elementary Secondary Education; Foreign Countries; Higher Education; Individual Development; Multivariate Analysis; Problem Solving; *Secondary School Students; *Student Development; *Thinking Skills; Trend Analysis
IDENTIFIERS - Canada

Previous studies of the development of correlational reasoning have focused on the interpretation of relatively simple data sets contained in 2 X 2 tables. In contrast, this study examined age trends in subjects' responses to problems involving more than two continuous variables. The research is part of a multi-year project to conceptualize student development on correlational reasoning skills and to enhance performance through instructional interventions. In Studies 1, 2, and 3, instruments were progressively developed and administered to small samples of subjects in grades 4, 5, 7, 9, 10, and 11 and postgraduate education (n=20 in each grade in each study). The resulting multidimensional profiles of student growth showed that subject performance in reasoning about correlational problems increased slowly and weakly with age. Study 4 found that students' ability to solve multivariate correlational problems could be improved through a modest amount of instruction. Similarities between findings from research concerning 2 X 2 data problems and research on multivariate continuous data problems were attributed to the existence of central conceptual structures, the scope of which remains to be determined. There are four tables and two figures of study data. (Author/SLD)

ED 334 200 TM 016 519

Lindner, Reinhard W.
Mental Representations: Reopening the Debate.
PUB DATE - Apr 91
NOTE - 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cognitive Psychology; *Cognitive Structures; *Epistemology; *Knowledge Level; *Learning Processes; Literature Reviews
IDENTIFIERS - *Knowledge Acquisition; *Mental Representation; Subject Content Knowledge

This paper debates the usefulness and plausibility of the notion of cognitive structures. The cornerstone of the theory of cognitive philosophy is the claim that the epistemic process is mediated by mental representations that constitute both the knowledge base and interpretations of sensory experience of individuals. Cognitive theorists typically distinguish mental representations from symbolic representations in order to avoid problems of reference and interpretation. The paper concludes, however, that the concept of a representation and a symbol are equivalent, and neither can fully specify or self-interpret. The conclusion that the illustrations are provided to show this is not true. Two figures and one table illustrate the discussion. A bibliography of the 10 textbooks on classroom measurement that were reviewed is appended. (SLD)

ED 334 219 TM 016 682

Brasel, Michael D.
New Mexico Enhanced ACT and SAT Results: School Year 1989-1990.
New Mexico State Dept. of Education, Santa Fe. Assessment, Evaluation, and Information Services Unit.
PUB DATE - Jan 91
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Achievement Gains; Achievement Tests; *College Entrance Examinations; Comparative Analysis; Graphs; High Schools; High School Students; *Mathematics Tests; Minority Groups; National Surveys; Scores; Sex Differences; Standardized Tests; *State Surveys; Statistical Data; Student Development; Tables (Data); *Test Results; Trend Analysis; *Verbal Tests
IDENTIFIERS - American College Testing Program; *Enhanced ACT; New Mexico; *Scholastic Aptitude Test

An analysis and summary are presented of the 1989-90 test results of New Mexico students on the Enhanced American College Testing Program (Enhanced ACT) and the Scholastic Aptitude Test (SAT). Data were provided by the American College Testing Program, the Educational Testing Service, and the New Mexico High School Graduates Survey. The Enhanced ACT scores of students in New Mexico remain below the national averages, but above state averages for the southwestern United States. Enhanced ACT composite scores remained nearly steady as did mathematics scores for the past 3 years. Enhanced ACT English scores decreased in 1989-90. Males outperformed females on the Enhanced ACT, although female composites increased in 1989-90, while male composites continued a 4-year downward trend. The Enhanced ACT scores of minority students showed some improvement, especially when the students were involved in a core curriculum. SAT scores of students in New Mexico were above the national average, although verbal scores and mathematical scores declined in 1989-90. Males continued to score higher than females on both the verbal and mathematics examinations in New Mexico and on a national level. Eleven bar graphs and six tables present data on student achievement, including sex and ethnic differences. An appendix lists ACT results for New Mexico by school district. (SLD)

ED 334 220 TM 016 684

Dolmans, Diana H. J. M.; And Others
Course Improvement Based on Course Content Data: An Explorative Study Conducted in a Problem-Based Curriculum.
PUB DATE - 91
NOTE - 13p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Course Content; Course Evaluation; *Curriculum Development; Curriculum Evaluation; Foreign Countries; Higher Education; Instructional Effectiveness; *Learning Processes; Likert Scales; *Medical Students; Questionnaires; Student Attitudes; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS - Netherlands; *Problem Centered Curriculum; *Topic

use the capabilities of item response theory (IRT) to produce shorter test forms of a specified reliability relative to the original test or the proposed version. Four combinations of paper-and-pencil and Cadm tests were administered to 418 licensure candidates, each of whom were administered 150 items each in a paper-and-pencil mode and in a Cadm mode. No effects of the mode of administration were found, and there were no signs of significant differences in overall performance across the administration modes. Assessment of multiple item forms and candidate samples reinforced the conclusion that there was no significant effect of computer administration on candidate performance. Eleven tables and eight figures present study results. (SLD)

ED 334 238 TM 016 765

Ejzenberg, Roseli
Oral Fluency in the Context of Second/Foreign Language Testing: Understanding the Role of Task Structure and Formulaic Speech.
PUB DATE - 90
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Adult Education; Adults; Data Collection; English (Second Language); Foreign Countries; Higher Education; *Language Fluency; *Language Proficiency; *Language Tests; Models; Postsecondary Education; Rating Scales; Research Methodology; *Second Language Learning; *Speech Skills; Test Construction
IDENTIFIERS - Brazil; *Formulaic Speech

A study was planned to generate a model for testing second language education that would incorporate task types to allow the display of fluency. It is argued that the display of oral fluency can be used as a selection criterion for inclusion of test items in multitask or portfolio assessment. The following three research questions were formulated: (1) how different speaking tasks varying in structure in terms of cuing and expected response affect the display of oral fluency; (2) the difference in oral discourse produced in the performance of the four research tasks; and (3) the task-specific nature of production of formulaic speech. Young adult students (N=32) from the highest English fluency levels of a school for English in Brazil would produce cued and uncued dialogues and picture-cued or uncued narratives (monologues). Testing sessions were to be evaluated by two examiners. It was expected that: task structuring involving manipulation of cued/uncued and dialogue/monologue conditions would affect the amount of formulaic speech produced, and the fluency ratings obtained on the tasks with cued tasks would generate more formulaic and more fluent speech. Data to be analyzed include: 128 audiotaped speech samples from the subjects; subjects' proficiency and fluency scores on tasks; subjects' written responses to a survey questionnaire; and subjects' responses to semi-structured interviews. The test conditions and documents to be used in the study are appended. A 74-item list of references is included. (SLD)

ED 334 239 TM 016 771

Rowell, R. Kevin
Double Cross-Validation in Multiple Regression: A Method of Estimating the Stability of Results.
PUB DATE - 21 Mar 91
NOTE - 25p.; Paper presented at the Annual Meeting of the American

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Decision Making; Elementary Secondary Education; *Epistemology; Ethical Instruction; *Ethics; Higher Education; Models; Moral Development; *Moral Values
IDENTIFIERS - *Predicates

A value-based approach to the study and application of ethical principles is proposed. After a brief introduction to the problems of the concept of value within the framework of ethical theory, it is demonstrated that values are epistemological predicates. This "predicate" understanding of value statements is used to critique a popular approach to moral development, and argue a more precise, yet generalizable, understanding of value language as it relates to ethics and education. The resulting moral development model has four interesting aspects: (1) the model broadens the concept of value to include interests, preferences, and desires into its repertory of meanings, and the model narrows the concept of value by excluding moral judgments; (2) implied consequences may not be the intended or real consequences of an action; (3) moral "universal values" are abstracts that must become the subject of predication before they can become active values and public reality; and (4) the responsibility of moral decision making is placed upon the valuing person. The result is a consequentialist approach to precepts and their application, with an analysis of preferences, motives, and reasons for particular choices. The very concept of ethics presupposes introspective and objective analysis and mastery of behavior toward ends that are edifying to the individual and society. (TJH)

ED 334 259   TM 016 866

Engelhard, George, Jr.
The Measurement of Writing Ability with a Many-Faceted Rasch Model.
PUB DATE - Apr 91
NOTE - 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Table 2 may not reproduce well.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Grade 8; Holistic Evaluation; *Interrater Reliability; *Item Response Theory; Junior High Schools; *Multivariate Analysis; Test Bias; *Writing Evaluation; Writing Tests
IDENTIFIERS - *FACETS Model; Georgia Basic Skills Writing Test; *Rasch Model

A many-faceted Rasch model (FACETS) is presented for the measurement of writing ability. The FACETS model is a multivariate extension of Rasch measurement models that can be used to provide a framework for calibrating both raters and writing tasks within the context of writing assessment. A FACETS model is described based on the current procedures of the Georgia Basic Skills Writing Test. These procedures can be seen as a prototype for other statewide assessments of writing. A small data set produced by 15 eighth grade students from this assessment is analyzed with the FACETS computer program of J. M. Linacre (1988). The FACETS model offers a promising approach for solving a variety of measurement problems in the statewide assessment of writing ability. It provides a framework for obtaining objective linear measurements of writing ability that generalize beyond specific raters and writing tasks. The FACETS model can also be applied to the assessment of writing ability based on holistic scoring and exploration of issues related to bias. A 37-item list of references, 5 tables, and 2 figures are included. (SLD)

(055), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Academic Standards; *Advisory Committees; Annual Reports; Educational Assessment; Educational Improvement; *Educational Objectives; Educational Policy; Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Guides; Measurement Techniques; *National Programs; Regional Planning
IDENTIFIERS - America 2000; *Educational Indicators; Monitoring Progress; *National Education Goals 1990; Progress Reporting

This guide provides members of the National Education Goals Panel (NEGP) with the information they need to select the indicators for the first annual progress report (September, 1991) on the six national education goals. The guide is organized by the following six goal areas: readiness for school (Goal 1); high school completion (Goal 2); student achievement and citizenship (Goal 3); science and mathematics (Goal 4); adult literacy and lifelong learning (Goal 5); and safe, disciplined, and drug-free schools (Goal 6). Within each goal area, the discussion contains: recommendations of the Resource Groups (RGPs) regarding data to appear in the first report; a brief summary of the proposed indicator; NEGP staff summaries of the strengths and weaknesses of the proposed indicator; identification of issues associated with reporting on the proposed indicator; potential alternative or additional indicators; and potential reporting options. Each respective RGP recommends for publication in the 1991 progress report the following: seven national and three state-level indicators (Goal 1); four national and two state-level indicators (Goal 2); four national and four state-level indicators (Goal 3); five national and four state-level indicators (Goal 4); three national and state-level indicators (Goal 5); and four national and one state-level indicators (Goal 6). (RLC)

ED 334 279 TM 017 361

Education Counts: An Indicator System To Monitor the Nation's Educational Health. Report of the Special Study Panel on Education Indicators to the Acting Commissioner of Education Statistics.
National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Sep 91
NOTE - 121p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Advisory Committees; Educational Assessment; Educational Improvement; *Educational Objectives; Educational Policy; Educational Quality; Elementary Secondary Education; *Management Information Systems; Measurement Techniques; *National Programs; Research Reports; *Systems Development
IDENTIFIERS - *Educational Indicators; Monitoring Progress; *Progress Reporting

The final report of the congressionally-mandated Special Study Panel on Education Indicators (SSPEI) that was transmitted to Congress as required by the Hawkins-Stafford Education Amendments of 1988 is presented. This report is divided into two sections. Part I--"Education Counts"--presents the SSPEI's overall conception of how an indicator information system should be developed; provides recommendations for improvements in Federal data collection and reporting in six major issue areas; and includes information of direct interest to general readers, educators, policymakers, and business leaders. Part II--"An Indicator System To Monitor the Nation's Educational Health"--presents more detailed information about the six issues. It is designed to provide analysts and researchers with more substantive guidance on the six issues, identify existing data sources, and cite gaps in currently

Ethology; Racial Attitudes; *Racial Bias; *Racial Discrimination; Racial Identification; Sex Bias; Sex Discrimination

There is a growing recognition that racism, far from being an unvarying and monolithic attitude, comprises many different racisms. This book brings together analyses of different forms of racist expression in philosophy, literature, popular modes of discourse, politics, and law. Its aim is to identify and isolate the cultures of racist discourse so as to understand and undermine its varied manifestations. Contributions to this anthology include the following: (1) "Racisms" (Kwame Anthony Appiah); (2) "Biology and the New Racism" (Martin Barker); (3) "Race and Gender: The Role of Analogy in Science" (Nancy Leys Stepan); (4) "Toward a Critical Theory of 'Race'" (Lucius Outlaw); (5) "Racism and the West: From Praxis to Logos" (Christian Delacampagne); (6) "Equality: Beyond Dualism and Oppression" (John L. Hodge); (7) "The Fact of Blackness" (Frantz Fanon); (8) "Bichon and the Blacks" (Roland Barthes); (9) "African Grammar" (Roland Barthes); (10) "What Celie Knows That You Should Know" (Barbara Christian); (11) "'I'm Down on Whores': Race and Gender in Victorian London" (Sander L. Gilman); (12) "'Ours to Jew or Die': Celine and the Categories of Anti-Semitism" (Julia Kristeva); (13) "Interrogating Identity: The Postcolonial Prerogative" (Homi K. Bhabha); (14) "Zionism from the Standpoint of Its Victims" (Edward W. Said); (15) "Racism and the Innocence of Law" (Peter Fitzpatrick); (16) "One Nation under a Groove: The Cultural Politics of 'Race' and Racism in Britain" (Paul Gilroy); (17) "Paradoxes of Universality" (Etienne Balibar); (18) "The Social Formation of Racist Discourse" (David Theo Goldberg); and (19) "Critical Remarks" (Henry Louis Gates, Jr.). A selected biography of 105 entries is included. (CJS)

ED 334 298   UD 028 073

Montana State Plan for Education of Homeless Children and Youth.
Montana State Dept. of Public Instruction, Helena.
PUB DATE - 1 Apr 89
NOTE - 29p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Access to Education; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Homeless People; Program Administration; Program Implementation; Social Services; State Federal Aid; *State Programs; *Student Needs; Student Problems; Student Welfare
IDENTIFIERS - *Montana; *Stewart B McKinney Homeless Assistance Act 1987

This document presents Montana's plan for the education of homeless children and youth, in accordance with requirements of the Stewart B. McKinney Homeless Assistance Act of 1987. The plan includes four main parts. Part I, "Program Policy," summarizes the intent of the McKinney Act to ensure free, appropriate educational services for all children and commits the Office of Public Instruction to advocacy for homeless children and youth in Montana. Part II, "Goals," lists the following objectives of the state plan: (1) increased public awareness of educational problems; (2) initiation of a comprehensive plan to deal with recognized problems; (3) coordination of all state and local services; and (4) assuring full access to education for all homeless children and youth. Part III, "Definitions," defines the terms "child" and "youth," "homeless," and "free, appropriate public education." Part IV, "State Plan Issues," describes

Activities; High Schools; High School Students; Immigrants; *Japanese Americans; Mass Media Role; Personal Narratives; *Public Education; Recreational Activities; Student Government
IDENTIFIERS - *Hawaii

Using data from 60 oral testimonies, student handbooks, and yearbooks, this paper describes the Americanization of Japanese Americans in Hawaii through public school education between 1930 and 1941, delineating the roles that participation in student government, sports, clubs, assemblies, and home recreation played in the socialization process. Extracurricular activities rapidly expanded in American schools during the first part of the twentieth century, providing students with practice at adult-like enterprises and preparing them to become active participants in the community. Four factors reduced Japanese Americans' participation in extracurricular activities, however: work, lack of transportation, attending Japanese language school after regular school, and their small physical size. Nevertheless, Japanese Americans were well represented, for instance, within student body governments of Hawaii's public schools. These students were thus actively participating in a model of the democratic process. Except for basketball and football, Japanese Americans participated actively in interscholastic and intramural athletics, resulting in a strong bond with the American culture. Club participation was another source of socialization. The Japanese Students' Association even had a stated concern of socializing its members to the American culture. Japanese American students also participated in school assemblies, where school spirit was promoted and American norms reinforced. In the area of home recreation, the subjects report benefiting from the English section of the local Japanese newspaper, borrowed library materials, and radio shows. Taken as a whole, the influence of these activities subconsciously instilled American ideals into their recipients. A list of 94 notes is included. (CJS)

ED 334 317   UD 028 135

Obiakor, Festus E.; Alawiye, Osman
Development of Accurate Self-Concept in Black Children.
PUB DATE - 19 Oct 90
NOTE - 23p.; Paper presented at the National Meeting of the Council of Exceptional Children, Symposium on Culturally Diverse Exceptional Children (Albuquerque, NM, October 19, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Black Students; *Definitions; Elementary Secondary Education; *Identification (Psychology); *Personality Development; *Self Concept; Social Cognition; Student Behavior; Success

The success or failure of black children in school has been attributed to positive or negative self-concept, but the construct of self-concept has been misused and misrepresented by educators and researchers. The traditional definition of self-concept as a highly interrelated perception of the self has been defined in perceptual rather than operational terms. This perceptual definition fails to address the accuracy or inaccuracy of the self-concept; to acknowledge that self-concept is area-specific, multidimensional, observable, describable, and measurable; and to explain the operational utility of self-concept. The perceptual conceptualization of self-concept cannot be rigorously defined and is dangerously global, leading to a number of problems in assessing and interpreting the self-concept of black children. An operational definition of self-concept, based on an observable repertoire of self-descriptive behaviors, would allow teachers to permits teachers, parents, and principals to change local school governance structures and educational strategies. Evaluation information was drawn primarily from interviews at 10 schools. The following findings are presented: (1) the first year of SDM did not generally result in major changes; (2) teacher and parent involvement in the budget process was hampered by the paucity of funds controlled by the local school leadership councils, but discipline was a major focus of attention; (3) the development of collegiality varied widely among councils, the role of the principal in both SDM and SBM was not clearly defined, and parents tended to focus on discussions of discipline but not participate in business matters; (4) some principals have been minimally involved in developing SBM proposals; and (5) some principals have felt pressured to approve SBM proposals. Recommendations emphasize clarifying the role of the principal in both SDM and SBM, training local school leadership council members in substantive areas, and involving the board of education in program oversight. (FMW)

ED 334 336 UD 028 162

Haynes, Norris M.
High School Context and Black Student Performance.
PUB DATE - 91
NOTE - 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Achievement Rating; Black Achievement; *Black Students; *Context Effect; *Educational Environment; Followup Studies; High Schools; *High School Students; Interviews; Stereotypes; Teacher Attitudes; Urban Schools

This report summarizes the school factors that affect the academic achievement of black urban high school students. An examination of changes in the academic achievement of the members of a class of 148 students between the sophomore and senior years found the following changes: (1) 4 percent of those who had been classified as "high achievers" as sophomores had become "low achievers" by their senior year; (2) 22 percent of those who had been classified as "average achievers" as sophomores had become "high achievers" by their senior year; (3) 6 percent of those who had been classified as "average achievers" as sophomores had become "low achievers" by their senior year; (4) 10 percent of those classified as "low achievers" as sophomores had become "average achievers" by their senior year; and (5) 10 percent of those classified as "low achievers" as sophomores had become "high achievers" by their senior year. Interviews with three of the students confirmed the importance of the following school factors in achievement changes: (1) black stereotypes; (2) school ethos; (3) resources; (4) quality of instruction; and (5) external support systems. A list of 15 references is appended. (FMW)

ED 334 337 UD 028 163

Morris, Don R.
Structural Patterns and Change in Grade Retention Rates: An Aggregate Analysis of Data from a Large Urban School District, 1982-1989.
PUB DATE - Apr 91
NOTE - 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991).
LANGUAGE - English

ED 334 137 SO 021 532

Visual Art. Scope and Sequence for Curriculum Development.
Colorado State Dept. of Education, Denver. School Effectiveness Unit.
PUB DATE - 87
NOTE - 6p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - Art Appreciation; Art Criticism; *Art Education; *Art History; *Cultural Awareness; *Curriculum Design; Elementary Secondary Education; Fine Arts; Self Expression; Sequential Approach; State Curriculum Guides; Student Educational Objectives; Thinking Skills; Visual Arts
IDENTIFIERS - Colorado

This document was developed to assist Colorado school districts in establishing a comprehensive arts curriculum. The assigned task force identified three goals: (1) expression, production, and performance of the arts; (2) analysis, interpretation, and evaluation of the arts; and (3) personal, cultural, and historical understanding. Within each goal, five progressive cycles are provided. In order to reach cycle five on each learning spectrum, the students need to demonstrate that they have experienced and developed the earlier skills. For example, in the first goal, the visual arts learning spectrum consists of three sections, process, perception, and appreciation. In the appreciation section, cycle 1 requires that students be able to recognize expression and describe effects of various media. Cycles 2, 3, and 4 build on these skills and in the final cycle students are expected to be able to explain empathetic response to works of art, and participate in critiques of student and professional works using appropriate terminology and methodology. The guide reflects the premise that the paramount thrust of the curriculum should be the development of attitude, self-worth, productivity, study and discipline skills all resulting in a higher level of thinking potential in each cycle for all students. The overall aim is to place the basic knowledge of students in an historical and cultural perspective and to develop personal growth skills as an outlet for creative expression. (KM)

ED 334 138 SO 021 533

Basic Skills: Visual Arts.
Kentucky State Dept. of Education, Frankfort.
PUB DATE - 89
NOTE - 62p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Art Appreciation; Art Criticism; *Art Education; Art History; Career Awareness; Curriculum Design; Elementary Secondary Education; Painting (Visual Arts); Sculpture; Skill Development; State Curriculum Guides; Student Educational Objectives; *Thinking Skills; *Visual Arts
IDENTIFIERS - Kentucky

A curriculum guide for the visual arts is presented. The goal of elementary and middle school education in the four arts disciplines is the development of basic understanding and skills by every student. In secondary education the aim is to continue a sequential curriculum for those students who study the arts. This

Image Improvement Ideas for Marketing Education.
PUB DATE - 90
NOTE - 8p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Business Education; *Marketing; Postsecondary Education; *Program Improvement; *Public Relations; Secondary Education; Teacher Improvement

Improving the inferior image that marketing education has developed can only be accomplished through the professionalism and dedication of each marketing education teacher and through efforts of marketing officials to upgrade program quality at every level. Eight suggestions are offered to stimulate ideas: (1) get students involved in fund-raising activities and community organizations such as the local public television station during its fund-raising campaigns; (2) update offerings at the secondary and postsecondary levels to keep pace with technology and advanced business procedures; (3) update skills during summer internships or temporary employment; (4) solicit the business community for monetary and equipment contributions to the program; (5) develop pamphlets, posters, or brochures to promote the class or program; (6) build a network, subscribe to publications, and attend conferences; (7) establish an advisory board and student organizations; and (8) solicit guest speakers. As the image of the marketing education program improves, the message will circulate around the school that it is a worthwhile program to be in. (AMH)

ED 334 160 SP 033 125

Banya, Kingsley
The Teacher and the Politics of Curriculum Development.
PUB DATE - 91
NOTE - 26p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Case Studies; Collegiality; *Committees; Core Curriculum; *Curriculum Development; *Educational Change; Elementary Secondary Education; *Politics of Education; Social Studies; Teacher Administrator Relationship; *Teacher Rights; *Teacher Role
IDENTIFIERS - *Utah

Impressionistic evidence and the literature suggest that questions of objectives are of little importance in most curriculum discussions; rather, people set forth their own goals and then move on to questions of content and materials--a practice that could be called the politics of curriculum development. The context of the case study reported here is the State of Utah where a large number of teachers are young, with limited teaching experience, and where teacher salaries are extremely low. Both qualitative and quantitative methods were used to study the role of elementary and secondary social studies teachers in curriculum development. Each of 200 social studies teachers in 3 school districts was interviewed for 2 hours and then observed in the classroom. Themes that guided the research were: motivation for a new curriculum, the role of politics, and concerns of teachers (curriculum, management, resources). This research concluded that in an unequal power relationship those who hold power often get their way and that teachers often have little actual voice in what concerns them. Many of the teachers in this study felt that they have legitimate rights to change new curriculum proposals to meet their teaching situations and that they should not be treated as mere transmitters of ideas. The current state of affairs does not implementation of an electronic communication network for new teachers. Although getting the participants to use the system was an initial problem, specific motivation techniques facilitated the use of the system during the second half of the project. Data on use of the system suggested the following trends: student teachers communicated most frequently with other student teachers; private messages were used almost 10 times as frequently as public messages; both day and evening hours were popular times to use the system. In general, participants were positive about the experience and indicated an interest in using a similar system during their first year of teaching. Further research needs to address the specific uses of the system and the contributions of these experiences to the effectiveness of the classroom teacher. Four tables display the data; the tables are accompanied by explanations and discussion. (AMH)

ED 334 181   SP 033 171

Duval, John H.; Carlson, Robert V.
Dedication/Commitment: A Study of Their Relationship in Teaching Excellence.
PUB DATE - Apr 91
NOTE - 26p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Historical Materials (060)
DESCRIPTORS - Case Studies; *Educational History; Educational Theories; Elementary Secondary Education; Rural Schools; *Teacher Effectiveness; *Teacher Motivation; Teacher Persistence
IDENTIFIERS - *Commitment; Vermont

This paper describes a two-stage case study of teachers and teaching between 1830 and 1988 in Vermont, with particular attention to rural environments. The preponderance of data were in the form of diaries, letters, various types of printed records, monographs, and the transcripts of numerous interviews and conversations. The central purpose of the study was to investigate the nature of commitment and dedication and how these characteristics were manifested in the professional lives of teachers from different periods in time. Based on this study and the results it produced, it seems appropriate to advance the theory that outstanding teachers evidence commitment and dedication as preeminent characteristics of their work ethic or profession. These qualities are not gender specific. Measures of the existence of commitment and dedication include expenses of personal time and personal income. Commitment and dedication are present in mature teachers, suggesting the developmental quality of this attitude. (IAH)

ED 334 182   SP 033 172

Butler, Shannon K.; And Others
The Hemingway Project: A Collaborative School-based Program for Teacher Certification.
PUB DATE - 19 Feb 91
NOTE - 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (71st, New Orleans, LA, February 16-20, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - College School Cooperation; Educational Change; English Instruction; Higher Education; *Interdisciplinary Approach; Preservice Teacher Education; Secondary Education;

representational view of cognition is a scientific dead end does not bode well for the application of cognitive theory to educational problems. It is argued that scientific progress in the domain of cognition requires a distinction between symbolic and specification information. The significance of the distinction lies in the fact that at least some of the knowledge that individuals acquire must be obtainable independent of cognitive interpretation or mediation. If the epistemic process is to be understood, focus should be on determining the information present in experience and how that information is processed symbolically by the learner. A 41-item list of references is included. (SLD)

ED 334 201 TM 016 580

Masters, Geofferey N.
Using the Partial Credit Model To Analyze Performance Assessments.
PUB DATE - Apr 91
NOTE - 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at....' (150)
DESCRIPTORS - *Educational Assessment; Evaluation Criteria; *Evaluation Methods; Foreign Countries; High Schools; *High School Students; Mathematics Tests; *Performance Factors; Standardized Tests; *Student Evaluation; Testing Programs
IDENTIFIERS - Australia (Victoria); *Partial Credit Model; *Performance Based Evaluation

The way in which the partial credit model is being used in one large education system to analyze performance on standard assessment tasks undertaken by all students in their final year of high school is described. The assessment tasks include investigative projects, laboratory tasks, worked problems, drawings and studio work, essays, and paper-and-pencil tests. The initial assessments teachers make using shared assessment criteria and ten performance levels for each task are verified by procedures that involve meetings of teachers, the sampling and checking of student work from each school, and visits to schools to discuss grade allocation where necessary. The partial credit model will be used to assist in the definition and description of grade levels for each task and to monitor the ongoing application of assessment criteria. The use of the model to develop and refine assessment criteria and grade descriptions for a mathematics problem-solving and modeling task during a 2-week period is described. This new system of assessment will be introduced in the state of Victoria (Australia) in 1991-92 and will apply to over 40,000 students each year. Five tables and three figures are included. The Student Booklet of the Victorian Certificate of Education 1990 Pilot Program, Mathematics, is provided. (Author/SLD)

ED 334 202 TM 016 592

Mehrens, William A.
Defensible/Indefensible Instructional Preparation for High Stakes Achievement Tests: An Exploratory Trialogue.
PUB DATE - 10 Apr 91
NOTE - 12p.; Revision of a paper presented at the Annual Meetings of the American Educational Research Association (Chicago, IL, April 3-7, 1991) and the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays

Evaluation Questionnaire

In problem-based learning, an instrument is needed to measure students' actual learning activities. Mapping the domain of learning activities undertaken by students and improving problems is especially important in a problem-based curriculum because students choose their own learning objectives. Such an instrument, the Topic Evaluation Questionnaire (TEQ), was developed. The TEQ's reliability and validity were assessed, as well as its usefulness as an indicator of problem areas in a course's content. Subjects were 125 second-year students attending the Medical School of the University of Limburg (Netherlands) enrolled in a childbirth and child development course. The TEQ contains 134 topics from the course and eight topics indirectly related but included to estimate response set effects. For each topic, a Likert-type question was formulated to measure student perceptions of time they had spent studying the topic. Students were also administered a 222-item true/false type achievement test on the course material. In all, 210 achievement test items were classified by a teacher and an independent rater. The TEQ appeared to be reliable and was fairly valid. It appeared to be useful in measuring problem areas in course content, as well as student's actual learning activities. In sum, the T.E.Q. informs as to whether the goals set by teachers are reached by students. One table and one bar graph are provided. (SLD)

ED 334 221   TM 016 694

Pitiyanuwat, Somwung; Phattharayuttawat, Sucheera
Prenotification, Ink Color and Return Deadline: Effects on Response Rates and Sincerity of Responses.
SPONS. AGENCY - Chulalongkorn Univ., Bangkok (Thailand).
PUB DATE - Apr 91
NOTE - 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Faint type throughout.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Attitude Measures; *Data Collection; Foreign Countries; *Mail Surveys; Public School Teachers; Questioning Techniques; *Questionnaires; Rating Scales; *Research Methodology; *Response Rates (Questionnaires); Secondary Education; *Secondary School Teachers; Teacher Attitudes; Test Format
IDENTIFIERS - Sincerity of Responses

The effects of prenotification, ink color, and return deadline on sincerity and rates of response to mailed questionnaires concerning desirable characteristics of teachers were investigated in Thailand. Questionnaires were mailed to 800 public secondary school teachers in Bangkok. Some teachers received prenotification of the survey by mail, while others did not. The 100-item questionnaires were printed in blue, black, green, or red ink. For some questionnaires, a response rate was specified; others asked for return as soon as possible. The first mailing included a cover letter, the questionnaire, and a stamped self-addressed return envelope. The first follow-up was a reminder card. The second follow-up included a cover letter, a second copy of the questionnaire, and a stamped self-addressed return envelope. The first follow-up was sent 4 weeks after the initial mailing, and the second follow-up was sent 2 weeks after the first follow-up. The response rate of the initial mailing was 71.4%. The overall return rate was 94.9% (759 questionnaires). Sincerity of responses was judged by consistency in responding to eight pairs of parallel items measuring desirable characteristics of teachers. Significant

Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Equations (Mathematics); *Estimation (Mathematics); Heuristics; *Mathematical Models; *Multiple Regression Analysis
IDENTIFIERS - *Double Cross Validation; *Invariance; Research Replication

In multiple regression analysis, where resulting predictive equation effectiveness is subject to shrinkage, it is especially important to evaluate result replicability. Double cross-validation is an empirical method by which an estimate of invariance or stability can be obtained from research data. A procedure for double cross-validation is discussed, using heuristic and actual research data to illustrate a non-generalizable outcome and a generalizable outcome. The procedure involves the use of two samples or subsamples to produce two pairs of regression equations from which respective shrinkages can be determined. The more closely the shrinkage estimates approach zero, the greater the degree of stability across the subsamples and the more confidence the researcher can vest in the replicability of the results. The first example uses a heuristic data set of 20 (2 subsets of 11 and 9 subjects, respectively) with 5 predictors to illustrate that weights must be compared empirically rather than subjectively. In the second example, data are drawn from a study of the life satisfaction of 200 nursing home residents. Seven tables present study data. An appendix contains the Statistical Analysis System program used to analyze the data. (SLD)

ED 334 240   TM 016 773

Burns, Richard L.
Survey of Political Science Department Chairs on the Exploration of the Customization of the Major Field Achievement Test in Political Science. Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY - Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE - May 90
NOTE - 100p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Achievement Tests; *College Faculty; *Department Heads; Higher Education; Mail Surveys; Majors (Students); Multiple Choice Tests; *Political Science; Questionnaires; *Test Construction; Testing Problems
IDENTIFIERS - *Major Field Achievement Test in Political Science; *Test Customization

In an exploration of customizing the Major Field Achievement Test in Political Science (MFATPS), developed by the Educational Testing Service, a questionnaire was sent to the heads of political science and joint departments which offer a bachelor's degree in Political Science. A total of 1,017 departments were surveyed in January 1990; 293 department heads (29%) responded. The three alternative customization approaches presented were: (1) use of the present MFATPS; (2) the current test plus three optional modules in subareas of United States politics; and (3) a revised multiple-choice test plus four supplemental modules. Respondents were asked to state which alternative was preferable, how much use could be expected, and what developmental work might be required. Results do not clearly support the need for or attractiveness of

ED 334 260 TM 016 870

Ingels, Steven J.; Scott, Leslie A.
National Dropout Statistics from a Longitudinal Cohort Perspective: Estimating Rates of School-Leaving and School Noncompletion.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cohort Analysis; Data Collection; Demography; *Dropouts; Enrollment; *Estimation (Mathematics); Grade 8; Longitudinal Studies; *National Surveys; *Predictive Measurement; Secondary Education; *Statistical Data; Trend Analysis
IDENTIFIERS - High School and Beyond (NCES); *National Education Longitudinal Study 1988

The collection of dropout statistics is discussed from the perspective of the National Education Longitudinal Study of 1988 (NELS:88). The NELS:88 follows a cohort of 1988 eighth graders over time and is designed to provide trend data about transitions experienced as students progress through the educational system. Dropout statistics are provided for each year, for those who have not finished school at any given point and for the cohort as a whole. The concept of a dropout has been operationalized to distinguish those who are not enrolled in some alternative education. The ways in which the NELS:88 remedies weaknesses of the High School and Beyond study are reviewed, centering on the more accurate estimates provided by confirmation from school enrollment and demographic data. Data from longitudinal cohort studies similar to the NELS:88 make more meaningful analysis of educational trends possible. Three appendices provide supplemental information about survey methodology. (SLD)

ED 334 261 TM 016 876

Thiede, Keith W.; And Others
Recognition Versus Recall Test Formats: A Correlational Analysis.
PUB DATE - Apr 91
NOTE - 15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 3-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cognitive Processes; *College Students; Comparative Testing; *Correlation; Higher Education; Multiple Choice Tests; Objective Tests; *Recall (Psychology); *Recognition (Psychology); *Test Format
IDENTIFIERS - Free Response Test Items

A correlational analysis was performed to examine the relationship between recognition and recall test formats. A total of 236 college students completed one of four 80-item general knowledge tests; the forms contained 20 items of each of four formats: (1) true; (2) false; (3) multiple-choice; and (4) free response. Ninety-three of the subjects attended the University of Minnesota, and 143 students attended the University of Wisconsin at River Falls. The analysis justified consideration of the true and false available data. The six issues relate to the six national education goals proposed by the President and governors in 1989 concerning: readiness for school; high school completion; student achievement and citizenship; science and mathematics; adult literacy and lifelong learning; and safe, disciplined, and drug-free schools. It is concluded that: a comprehensive data, information, and research system is needed to guide education policymakers' decisions; statistical indicators are powerful tools for identifying problems and galvanizing public support to address them, but a limited set of indicators can be misleading; and the information system for developing education indicators should be organized around learner outcomes, quality of educational institutions, readiness for school, societal support for learning, education and economic productivity, and equity among other factors. (RLC)

ED 334 280 TM 017 472

The National Education Goals Report: Building a Nation of Learners.
National Education Goals Panel, Washington, DC.
PUB DATE - 91
NOTE - 240p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Academic Standards; Annual Reports; Educational Assessment; Educational Improvement; *Educational Objectives; Educational Policy; Educational Quality; Elementary Secondary Education; Government Role; Graphs; *National Programs; National Surveys; *Outcomes of Education; State Surveys; *Statistical Data; Tables (Data)
IDENTIFIERS - *Educational Indicators; Monitoring Progress; National Education Goals; National Education Goals Panel; Progress Reporting; Quality Indicators

The first annual National Education Goals Report is presented, focusing on measuring/monitoring the nation's/states' progress toward meeting the President's and governors' six national education goals. The most recent quality indicators available are presented, which are: results-oriented (focusing on whether or not the nation is achieving the goals), and intended to measure progress against world-class performance standards and not to compare states. The six goals proposed by the President and governors in 1989 concern: readiness for school; high school completion; student achievement and citizenship; science and mathematics; adult literacy and lifelong learning; and safe, disciplined, and drug-free schools. Three chapters describe performance-based national outcomes on attaining each goal, national and uniform state data on achieving the goals and related objectives, significant data gaps and proposals for creating new indicators to improve data reported in the future, and the Federal Government's role in helping to achieve the goals. Seventy-nine exhibits (tables and bar graphs) accompany the three chapters, and selected statistics for the 56 states and outlying territories are tabulated. Five appendices provide the sources of data for the exhibits, technical notes, descriptions of federal progams, full federal agency titles, and outlines of the six goals and related objectives. (RLC)

ED 334 281 TM 017 473

The National Education Goals Report: Building a Nation of Learners. Executive Summary.
National Education Goals Panel, Washington, DC.

initiatives and results relating to the following McKinney Act requirements: (1) creation of an Office of Coordinator; (2) data gathering, including a statewide survey and needs assessment; (3) determination of problems and needs on the basis of survey and needs assessment results; (4) legal requirements pertaining to school law; (5) provision of procedures for resolving disputes regarding student placement; and (6) an interagency organization. Comments by official respondents at public hearings are appended. (AF)

ED 334 299   UD 028 086

Roberts, Veronica A.; Madhere, Serge
Chapter I Resource Laboratory Program for Computer Assisted
  Instruction (CAI) 1989-1990. Evaluation Report.
District of Columbia Public Schools, Washington, D.C.
PUB DATE - Dec 90
NOTE - 54p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Basic Skills; Compensatory Education; *Computer
  Assisted Instruction; Elementary Education; Federal Programs;
  Junior High Schools; *Laboratories; Program Evaluation; *Remedial
  Instruction; Urban Schools
IDENTIFIERS - *District of Columbia Public Schools; *Education
  Consolidation Improvement Act Chapter 1

This evaluation of the 1989-90 Resource Laboratory Program for Computer Assisted Instruction (CAI) in Washington (District of Columbia) elementary and junior high schools found that the program improved participants' mathematics achievement, but did not have a significant effect on reading achievement. The program is funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981. Students are assisted by a teacher and an aide with the following "tripod" of learning activities: (1) teacher-directed instruction; (2) a computer-assisted lesson; and (3) independent learning involving reading or mathematics activities. Three different computer systems, each with different capabilities, are used. Evaluation information was gathered from pre- and posttest scores on the Comprehensive Test of Basic Skills (CTBS), teacher and student questionnaires, and classroom interviews. The following findings are highlighted: (1) participants did not show significant gains in reading achievement, with the exception of those who used Apple computers that have interactive capabilities; (2) participants showed significant gains in mathematics achievement; (3) the scope of remediation was an important factor in promoting greater accuracy in mathematics skill development; (4) overall, participants' skill levels improved over the instructional period; (5) there may be some discrepancy between student learning objectives and the objectives tested by the CTBS; and (6) students and teachers reported satisfaction with the program. Statistical data are presented in 15 graphs. (FMW)

ED 334 300   UD 028 089

S.720, A Bill To Provide Financial Assistance to Eligible Local
  Educational Agencies To Improve Urban Education, and for Other
  Purposes. 102d Congress, 1st Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and
  Human Resources.
PUB DATE - 21 Mar 91
NOTE - 58p.
LANGUAGE - English

focus on how the student functions in the classroom and help the student make self-directed changes. Studies indicate that educators need to focus on the accuracy of the self-concept, rather than on the global self-concept. A list of 43 references is appended. Recommendations for enhancing the self-concept of black students are made. (RMW)

ED 334 318 UD 028 136

Delgado-Gaitan, Concha; Trueba, Henry
Crossing Cultural Borders: Education for Immigrant Families in America.
PUB DATE - 91
NOTE - 212p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Books (010), Reports - Research/Technical (143)
DESCRIPTORS - Bilingual Education; Childrens Games; *Cultural Influences; Educational Anthropology; *Educational Change; Elementary Education; Ethnography; Family Attitudes; Family Environment; *Family School Relationship; Hispanic Americans; *Immigrants; Limited English Speaking; *Parent Child Relationship; Parent Participation; Parents as Teachers; Story Telling; *Values Education
IDENTIFIERS - California; Empowerment

With the rapid increase of ethnic minorities entering industrial societies and interacting with mainstream cultures, issues of cultural and linguistic differences must be addressed. Particularly relevant to educators is understanding the process of acculturation and socialization of uprooted ethnic or low-income minority children. Such children are expected to adjust rapidly to their adoptive culture, learn the language quickly, and be clearly committed to a new set of cultural values, and tolerance for different paces in acculturation or language acquisition is limited. A deeper understanding of the nature of the transition between home and school is needed. Based on an ethnographic study, this book describes the relationship between home and school socialization, the influence of the home in the school, and the impact of the school in the homes of first generation Hispanic children in a California community. It explores the impact of cultural, community, and family setting and values on these minority children's adjustment to their new learning environment. The children's storytelling and games, for example, reveal that they increasingly use the language, concepts, and strategies learned in school while retaining their own cultural values. At the same time, parents learn through the values, knowledge, and behavior patterns the children bring home from school what the world outside is like and how the challenge of cultural change is to be faced. The book closes with a discussion of how ethnography relates to empowerment and what implications this has for educational reform. A bibliography of 126 entries is included. (CJS)

ED 334 319 UD 028 137

Rodriguez, Clara E.
Puerto Ricans: Born in the U.S.A.
PUB DATE - 91
NOTE - 241p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Historical Materials (060), Reports - Research/Technical (143)
DESCRIPTORS - *Educational Needs; Elementary Secondary Education;

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Academic Standards; *Educational Change; Elementary Secondary Education; *Grade Repetition; *School Organization; *State Legislation; *Student Promotion; *Urban Schools
IDENTIFIERS - *Dade County Public Schools FL

This study examines retention rates in Dade County (Florida) schools, using aggregate statistical data for the school years 1982-83 through 1988-89 to describe existing patterns and changes over time. An earlier study established commonalities of pattern across grades, over great disparities of circumstances, and across time. The following findings are presented: (1) patterns of retention rate shift were influenced by student socioeconomic status (SES) and structural variables, and by stricter standard policies stemming from reform legislation of the late 1970s and early 1980s; (2) definite patterns of retention rate shift were associated with the school district's reorganization from a junior high school model to a middle school model; and (3) other patterns appeared to be affected by annual state performance testing practices and by other state education reform legislation intended to toughen graduation standards. Statistical data are presented in one table and 10 graphs. Policymakers are cautioned against rapid, unexpected negative trends in retention rates resulting from well-meaning reforms. A list of eight notes and seven references is appended. (FMW)

ED 334 338   UD 028 188

Ascher, Carol
School Programs for African American Male Students. Trends and Issues No. 15.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 91
NOTE - 46p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Black Education; Black Students; Educational Innovation; Elementary Secondary Education; *Males; *School Community Relationship; *Urban Problems; *Urban Programs
IDENTIFIERS - *African Americans

This monograph describes recently initiated or proposed school- and community-sponsored educational programs for African American male children and youth. The decline in the urban industrial economy, the departure of middle- and working-class African Americans from the inner cities, and the burgeoning African American birthrate have contributed to the development of a highly negative urban environment in which African American youth are deprived of models of a disciplined lifestyle and realistic hope for the future. Educational programs tailored specifically for African American males aim to inoculate youth against this hostile environment and to empower them as individuals and as community members. The programs share the following components: (1) male role models/male bonding; (2) identity/self-esteem; (3) academic values and social skills; (4) parent and community strengthening; (5) transition to manhood; and (6) a safe haven. Descriptions of 17 school-based and school-linked programs and five district and state proposals for school-based projects are included. Where possible, each description includes the following information: (1) the document is intended as a guide for local school districts in their development of a detailed K-12 curriculum. Basic skills include requirements such as: (1) awareness that art objects use elements of art and are organized according to principles of design; (2) development of creative thinking and self-expression; (3) appreciation of art and art-related careers; (4) understanding of historical, cultural, and theoretical aspects of the visual arts; and (5) development of a maturing self-concept related to one's own art works and those of others. The basic skills are grouped by grade level followed by specific objectives: (1) Cognitive, elements of art and principles of design; (2) Production, two dimensional art works such as painting and drawing; two three dimensional artworks such as fiber works and package design; three-dimensional artworks such as ceramics and sculpture; (3) Career Awareness, studio artist, designer, architect; (4) Art History and Criticism, skills involving research, description, analysis, evaluation, and interpretation; and (5) Developmental, self-concept, consumer judgment, and use and care of materials. A listing of appropriate studio processes also is included for each grade level. The document concludes with a visual arts glossary. (DQM)

ED 334 139   SO 030 063

Science, Technology and Society in Contemporary Egypt: Background Information for Social Studies Teachers.
PUB DATE - 89
NOTE - 40p.; Report based on work done during a Fulbright-Hays Seminar (Egypt, Summer 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Agricultural Production; Demography; Economic Factors; Economic Impact; Economics; *Food; Foreign Countries; Foreign Culture; *Human Geography; *Population Trends; Public Policy; Science and Society; Secondary Education; *Social Studies; Technological Advancement
IDENTIFIERS - Arid Lands; *Egypt

Egypt is having a very difficult time supplying enough food to meet the demands of its swelling population. This complex problem is analyzed and discussed from a variety of perspectives. Factors such as foreign aid, family planning, agriculture, demographics, and religious and social culture are examined, as well as more specific issues such as food versus cash crops, desert development, productive capacity, hydroponics, and state capitalism. Intended to provide background information for a social studies unit on Egypt, the material may be useful in high school economics or global studies classes. (DB)

ED 334 140   SO 030 064

Jones, Saundra L.
National Security Series, User's Guide.
Ohio State Univ., Columbus. Mershon Center.
PUB DATE - 89
NOTE - 30p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)

foster teachers' critical thinking and questioning. As it is, teacher involvement in curriculum development provides legitimation for ideas already held by others. (AMH)

ED 334 161 SP 033 128

The Teachers' Vision of the Future of Education: A Challenge to the Nation.
IMPACT II--The Teachers Network, New York, NY.
SPONS. AGENCY - Metropolitan Life Foundation.
PUB DATE - 91
NOTE - 45p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Elementary Secondary Education; *Futures (of Society); Instruction; *Prediction; Public School Teachers; Relevance (Education); *School Community Relationship; *School Organization; *Student Participation; *Teacher Role; Teaching (Occupation); Workshops

A yearlong project called "Inventing the Future of Teaching" culminated in a summer institute which brought together 90 teachers from all levels of education and experience to explore future options in education. This document is the product of that institute. The challenge issued by the participants calls for quality education for all learners, including provision of the financial and political support that will guarantee equal opportunities for all communities. Some key points of the document are: (1) schools in the future (more than 20 but less than 100 years from now) will be campus-style learning centers whose goal will be to educate life-long learners and teachers; (2) with the help of community mentors, students will carry on significant investigative work; (3) student work will be assessed by the community of learners based on the student's mastery of specific skills necessary to taking one's place in the world; (4) businesses will offer classes, accept interns, endow laboratories, allow in-school time for parent-employees, and provide day care for the children in their community; (5) professional teachers will have knowledge of child development, learning theory, teaching modalities, and curriculum development; (6) teacher training schools will be located within the public school setting, and allow for collaboration among new teachers, experienced teachers, and research-oriented professors; and (7) planning and decision making will be school based and involve teachers. This booklet elaborates on these and other points and includes letters of commendation from leaders in the education community. (AMH)

ED 334 162 SP 033 130

Anctil, Marjorie
Mentor Accountability: Acting in Accordance with Established Standards.
PUB DATE - 5 Apr 91
NOTE - 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Accountability; *Beginning Teacher Induction; Collegiality; Elementary Secondary Education; Interpersonal Relationship; Interprofessional Relationship; *Mentors; *Professional Development; *State Standards; Telephone Surveys

*Student Teaching; *Supervision; *Teacher Education Curriculum; *Theory Practice Relationship
IDENTIFIERS - *Weber State College UT

At Weber State University (Utah), teacher educators have collaborated with English faculty to design a pilot program (Hemingway Project) which serves as an initial effort to restructure the teacher education program. The program, funded by the Hemingway Foundation, is intended to provide greater integration of the university experience with actual practice, thereby enhancing student teacher socialization into the profession. Four components of change in the traditional program are discussed: (1) improved collaboration between the university and school districts in the selection of cooperating teachers and school sites; (2) an alternative, school-based setting for teacher education instruction; (3) a two-quarter student teaching experience with an action research emphasis; and (4) graduate credit seminars for cooperating teachers to enhance supervisory skills and techniques. One central issue of the project is investigation of the effects of interdisciplinary, collaborative supervision and on-site, contextual instruction on the teacher education curriculum. (IAH)

ED 334 183 SP 033 173

Korthagen, Fred A. J.; Wubbels, Theo
Characteristics of Reflective Practitioners: Towards an Operationalization of the Concept of Reflection.
PUB DATE - Apr 91
NOTE - 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - Cognitive Style; *Correlation; Foreign Countries; Higher Education; *Mathematics Education; Preservice Teacher Education; Secondary Education; Student Attitudes; *Student Characteristics; Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness
IDENTIFIERS - Netherlands; *Reflective Teaching

This paper seeks to contribute to construction of a theory which makes explicit the relationship between the concept of reflection and fundamental views on good teaching. The discussion draws on empirical data gathered in 10 years of research focusing on a teacher education program that seeks to promote reflective teaching. Results are reported from four studies involving teacher education students (student teachers) and graduates who participated in a program for the preparation of secondary mathematics teachers at a teacher education college, the SOL, in Utrecht (Netherlands). Data from the four studies suggest several characteristics that may be considered correlates of reflectivity. Reflective teachers have better interpersonal relationships with students than other teachers and develop a high degree of job satisfaction. Reflective student teachers: (1) consider it important for their students to learn by investigating and structuring things themselves; (2) have previously been encouraged to structure their own experiences and problems; (3) have strong feelings of personal security and self-efficacy; and (4) appear to talk or write relatively easily about their experiences. Female student teachers reflect more on their relationships with fellow students and less on subject matter (mathematics) than male student teachers. Thirty-five references are included. (IAH)

ED 334 184 SP 033 174

(120), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Achievement Tests; Elementary Secondary Education; Guidelines; *Instructional Effectiveness; *Standardized Tests; *Teacher Role; *Test Coaching; Test Use
IDENTIFIERS - *High Stakes Tests; Teaching to the Test

Issues involved in high stakes testing are reviewed, with emphasis on the proper role of instructional preparation. The recent focus on educational accountability has increased pressure to raise test scores. One way of improving test scores is to teach what is on the test. The following guidelines concerning appropriate instructional strategies are presented: (1) a teacher should not engage in instruction that attenuates the ability to infer from the test score to the domain of knowledge/skill/ability of interest; (2) it is appropriate to teach the content domain to which the user wishes to infer; (3) it is appropriate to teach test-taking skills; (4) it is inappropriate to limit content instruction to a particular test item format; (5) it is inappropriate to teach only objectives from the domain that are sampled on the test; (6) it is inappropriate to use an instructional guide that reviews the questions of the latest issue of the test; (7) it is inappropriate to limit instruction to the actual test questions; (8) it is appropriate to teach toward test objectives if the test objective comprise the domain objectives; (9) it is appropriate to ensure that students understand the test vocabulary; and (10) one cannot teach only the specific task of a performance assessment. Grey areas and tangential issues in test preparation are discussed. (SLD)

ED 334 203 TM 016 599

Morgan, Dianne D.; Barnett, Loretta
Peer Review: It Works.
PUB DATE - Apr 91
NOTE - 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *College Students; *Feedback; Higher Education; *Instructional Effectiveness; *Peer Evaluation; Scoring; Student Evaluation; *Writing Evaluation
IDENTIFIERS - Writing Samples

Seventy-four college students participated in a peer review assignment. Subjects were asked to write a draft of a three-page paper, distribute copies to three peer reviewers, revise their papers using the resulting feedback from each of the three peer reviewers, and then prepare and submit a final paper. Reviews were scored for the quality and specificity of feedback. Final papers were scored for the degree to which appropriate feedback was accepted. Results suggest that peer comments improved writing and that students of all ability levels can select and apply appropriate feedback. Papers receiving higher grades were more likely to have accepted appropriate feedback. Feedback that was judged to be of higher quality was more likely to be accepted. While students who wrote better papers and made higher course grades gave better feedback, the willingness to accept appropriate feedback was unrelated to course grade. (Author/SLD)

ED 334 204 TM 016 601

Shepard, Lorrie A.
Inflated Test Score Gains: Is It Old Norms or Teaching the Test? Effects of Testing Project. Final Deliverable--March 1989.

main effects were found only for prenotification and ink color (blue and green), both of which were effective in increasing response rates and sincerity of responses at the initial mailing. Four tables present response data, and a map of Southeast Asia is provided. (SLD)

ED 334 222 TM 016 698

Amir, Ruth; Tamir, Pinchas
Proposition Generating Task (PGT): A Measure of Meaningful Learning and of Conceptual Change.
PUB DATE - Apr 91
NOTE - 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Biology; Comparative Analysis; *Concept Formation; Concept Teaching; Educational Diagnosis; Foreign Countries; Grade 11; Grade 12; *High School Students; *Learning Processes; Misconceptions; *Photosynthesis; *Scientific Concepts; Secondary Education; Teacher Attitudes; *Thinking Skills
IDENTIFIERS - Israel; *Proposition Generating Task

The use and analysis of student generated propositions linking two scientific concepts (photosynthesis and respiration) were examined before and after the study of photosynthesis. A proposition-generating task (PGT) was used as a diagnostic tool to indicate student misconceptions and partial understandings. Focus was on determining: how the nature of the link between photosynthesis and respiration changes following instruction, and teachers' attitudes toward the PGT. A sample of 11th-grade and 12th-grade biology students participated in an evaluation of a curriculum for teaching photosynthesis and related concepts. One group of subjects (n=516) studied photosynthesis using the experimental materials, while a comparison group (n=147) studied photosynthesis using regular course materials. Students were asked to write propositions showing the relationship between photosynthesis and respiration before and after instruction. Propositions were grouped into categories reflecting understanding of the concept. Instruction with the experimental materials resulted in a decrease in major misconceptions, an increase in the frequency of goal concepts, and an increase in evidence of student understanding. The task was also well-received by teachers as a diagnostic measure. Four tables, one figure, and an 18-item list of references are provided. An appendix contains examples of student-generated propositions. (SLD)

ED 334 223 TM 016 704

Freeman, Jared; And Others
A Knowledge Elicitation Technique for Educational Development: The Critical Decision Method.
PUB DATE - Apr 91
NOTE - 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Critical Incidents Method; Data Collection; Debugging (Computers); *Educational Development; Heuristics; *Interviews; *Knowledge Level; *Measurement Techniques; *Programmers; Training Methods

either of the customization models, suggesting retention of the present test. Eighteen tables illustrate the sample and responses. Twelve appendices provide supplemental information, largely concerning the conduct of the survey. (SLD)

ED 334 241 TM 016 774

Rock, Donald A.; Pollack, Judith M.
Psychometric Report for the NELS:88 Base Year Test Battery. Contractor Report. Technical Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY - National Center for Education Statistics (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 150p.; Data Series: NELS:88-88-1.4.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Achievement Tests; Citizenship Education; Geography; *Grade 8; History; Junior High School Students; *Longitudinal Studies; Mathematics Tests; *National Surveys; Postsecondary Education; Psychometrics; Reading Comprehension; Reading Tests; Science Tests; Secondary Education; Statistical Data; Tables (Data); *Test Results
IDENTIFIERS - *Baseline Data; *National Education Longitudinal Study 1988

The National Education Longitudinal Study of 1988 (NELS:88) is designed to monitor the transition of a national sample of young adults as they progress from junior to senior high school and then to postsecondary education or the world of work. An in-depth description is provided of the rationale, development, and psychometric properties of the base year test for grade 8. The achievement test battery was composed of four tests: (1) reading comprehension; (2) mathematics; (3) science; and (4) history/citizenship/geography. The eighth grade (base year) sample was composed of approximately 24,600 eighth graders from 1,052 schools. Results show that the NELS:88 test battery met or exceeded all its psychometric objectives. Reliabilities for the reading comprehension, mathematics, and history/citizenship/geography tests were acceptable; the science test was somewhat less reliable. Internal consistency was high enough to justify item response theory scoring. There was no consistent evidence of item bias for gender or racial/ethnic groups. Factor analyses support the discriminant validity of the four content areas tested. Five tables and seven figures complement the discussion. A 32-item list of references is included. Eight appendices provide item analysis statistics, differential item functioning statistics, item parameters, test information functions, descriptions of individual items, intercorrelations of testlets, definitions of proficiency scores, and standard errors of measurement at theta scale points. (SLD)

ED 334 242 TM 016 778

Busch, John Christian; Taylor, Raymond G.
The Use of Linear (Goal) Programming in the Construction of a Test Blueprint.
SPONS. AGENCY - North Carolina Univ., Chapel Hill. General Administration.; North Carolina Univ., Greensboro.
PUB DATE - 90
NOTE - 15p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

items of the true-false test as separate formats. The results fail to support hypotheses which suggest that recognition and recall tests require differential thought processes. Each recognition test format correlated most highly with the free-response (recall) test format. Furthermore, the multiple-choice test correlated more highly with the free-response test than did either the true or false test formats; this difference was significant beyond the 0.05 level. These findings provide evidence that a relationship exists between recognition and recall thought processes. The ability to recognize facts is likely to be a subset of the ability to recall facts, rather than a distinct thought process. Three tables and one figure present study data. (Author/SLD)

ED 334 262 TM 016 880

ten Brummelhuis, Alfons; Plomp, Tjeerd
The Relation between Problem Areas and Stages of Computer Implementation.
PUB DATE - Apr 91
NOTE - 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Educational Objectives; Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; *International Studies; *Problems; *Program Implementation; Teacher Attitudes
IDENTIFIERS - *Computers in Education (IEA)

Using data from an international comparative study on the use of new technologies in education in about 22 countries, an assessment of the relation between problem areas and stages of computer implementation was undertaken. The study--"Computers in Education" (COMPED)--has been conducted since 1987 by the International Association for the Evaluation of Educational Achievement (IEA). The COMPED assesses national policies regarding the goals of computer education and the actual use of computers, school plans and implementation of plans, experiences and opinions of teachers, and the effect of innovations at the student level. National policy, school policy, and teacher questionnaires are used to collect data on both elementary and secondary educational levels. Exploratory and contrast analyses were performed on study data. Results indicate that the most important problems of computer users are, at the same time, the most important reasons given by non-users for non-use. The problems with implementing computer technology in education, experienced by principals, computer coordinators, and teachers, are related to conditional factors, such as lack of hardware, software, knowledge, and time. The most important differences between schools with low and high levels of computer use are associated with organizational problems. Six tables are included. (TJH)

ED 334 263 TM 016 885

Tennyson, Robert D.; Bagley, Carole A.
Structured Versus Constructed Instructional Strategies for Improving Concept Acquisition by Domain-Experienced and Domain-Novice Learners.
PUB DATE - Apr 91
NOTE - 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English

PUB DATE - 91
NOTE - 27p.; Foreword by Roy Romer, Chair (August 1990-August 1991). For full report, see TM 017 472.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Reports - General (140)
DESCRIPTORS - *Academic Standards; Educational Assessment; *Educational Objectives; Educational Quality; Elementary Secondary Education; *National Programs; National Surveys; Outcomes of Education; State Surveys
IDENTIFIERS - America 2000; *Educational Indicators; *National Education Goals 1990; Quality Indicators

The full National Education Goals Report is a 246-page annual "report card" to the nation designed to focus on measurement: How well are we measuring up against the six national Goals? This 25-page executive summary is a companion document to the full report and attempts to compress its major findings. It is structured into three parts: (1) Part 1 lists each of the goals and states succinctly "What we now know" and "What we still need to know" about each. The report on each goal is accompanied by a single statistical figure graphically displaying the major known data. (2) Part 2 presents important additional information (textual and statistical) related to achieving the six National Education Goals and their associated objectives; (3) Part 3 is a statement concerning "The Federal Role" in achieving the Goals and includes a pie chart depicting the proportion of 1991 Federal resources allotted to programs that improve education/services during the preschool years, school years, and post high school years. (WTB)

ED 334 282   UD 027 857

de Vries, John
Statistical Indicators of Ethno-Cultural Community Integration in Canadian Society = Indicateurs statistiques de l'integration des communautes ethnoculturelles dans la societe canadienne.
Carleton Univ., Ottawa (Ontario). Centre for Research on Ethnic Minorities.
SPONS. AGENCY - Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE - 88
NOTE - 88p.; French and English texts in one volume.
LANGUAGE - English; French
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Research/Technical (143),
DESCRIPTORS - *Acculturation; Community Development; *Ethnic Groups; Foreign Countries; Immigrants; Research Needs; *Social Indicators; *Social Integration; Sociocultural Patterns; *Statistical Data; Trend Analysis
IDENTIFIERS - *Canada; *Equality (Social)

This paper addresses the issue of measuring the integration of various ethnocultural communities into Canadian society by means of statistical or social indicators. The overall philosophy of the study is based on the following principles: (1) indicators should have a clear meaning with respect to the underlying concept of integration; (2) indicators should be collected periodically and should be "distributive"; (3) indicators should largely be readily available, preferably as a byproduct of standardized data collection efforts; (4) obtained values should, as much as possible, be either standardized or in some other way adjusted, in order for the effects of factors other than ethnicity to be eliminated; and (5) indicators should have some demonstrated validity in the research literature. The paper discusses a list of

EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Educational Facilities Improvement; Educational Finance; *Educational Improvement; *Educational Legislation; Educational Research; Elementary Secondary Education; *Federal Aid; Inner City; *Needs Assessment; Public Schools; *Resource Allocation; Student Needs; Student Welfare; *Urban Schools
IDENTIFIERS - Congress 102nd; Proposed Legislation

This document comprises a bill introduced in the U.S. Senate to provide Federal aid to urban schools determined to be most in need of financial assistance. The proposed legislation, which, if enacted is to be called the "Urban Schools of America (USA) Act of 1991," also allocates funds for research in urban education. The purpose of the Act is to accomplish the following: (1) assist urban schools in meeting national education goals; (2) improve the educational and social well-being of urban public school children; (3) close the achievement gap between urban and non-urban school children, while improving the achievement level of all children nationally; (4) renovate and repair urban school buildings and facilities; (5) conduct coordinated research on urban education problems, solutions, and promising practices; (6) improve the nation's global economic and educational competitiveness by improving its urban schools; (7) encourage community, parent, and business collaboration in the improvement of urban schools; and (8) review regulations the simplification of which might improve the achievement of urban school children. The bill includes 18 findings by Congress and is divided into the following major sections: Title I, "Urban School Improvement"; Title II, "School Building Repair and Renovation"; Title III, "Urban School Research"; and Title IV, "General Provisions." (AF)

ED 334 301 UD 028 0[illegible]

S.619, A Bill To Establish a Link-up for Learning Demonstration Grant Program To Provide Coordinated Services to At-Risk Youth.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
PUB DATE - 12 Mar 91
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Academic Achievement; Access to Education; Compensatory Education; *Demonstration Programs; *Disadvantaged Youth; Educational Finance; Educational Improvement; *Educational Legislation; Elementary Secondary Education; *Federal Aid; Grants; *High Risk Students; *Student Needs; Student Welfare
IDENTIFIERS - Congress 102nd; Proposed Legislation

This document comprises a bill introduced in the U.S. Senate to make demonstration grants to eligible entities to improve the educational performance of at-risk students. The proposed legislation, which, if enacted, is to be called the "Link-up for Learning Demonstration Grant Act," is also intended to foster planning, coordination, and collaboration among local, county, state, and federal education and other student support service agencies and levels of government, nonprofit organizations, and the private sector in service to at-risk youth. The purposes of the Act include the following: (1) removing barriers to at-risk students' learning; (2) coordinating and enhancing the effectiveness of educational support services; (3) replicating and disseminating programs of high-quality coordinated support services; (4) increasing parental educational involvement; (5) improving the capacity of school and support services personnel to collaborate; (6) integrating services, regulations, databases,

Migration Patterns; Modern History; Neighborhoods; Popular Culture; *Puerto Rican Culture; *Puerto Ricans; Racial Discrimination; Research Problems; *Social Environment; Social History; *Socioeconomic Influences; Urban Areas
IDENTIFIERS - Menudo; *New York (Bronx); *New York (New York)

This social history of the post-World War II Puerto Rican community in the United States focuses mainly on New York City. Each of the following chapters can be read separately: (1) "The Colonial Relationship: Migration and History" examines the factors leading to the migration of Puerto Ricans to the United States and their choice of communities; (2) "Beyond the Census Data: A Portrait of the Community" critically reviews standard statistical indicators used to portray the Puerto Rican community; (3) "The Rainbow People" examines both the absence of racially discriminatory attitudes among Puerto Ricans and racial discrimination against Puerto Ricans; (4) "The Political-Economic Context" examines the factors at work in New York City that have limited the economic opportunities of Puerto Ricans; (5) "Housing and the South Bronx" examines the connections between race and the decline of New York City's largest Puerto Rican neighborhood; (6) "Educational Dynamics" reviews the explanations often given for the low educational attainment of Hispanic American students and offers recommendations for improving the education of Puerto Ricans; and (7) "The Menudo Phenomenon: An Unwritten History" is a case study analysis of the impact of a popular folk-rock group that illustrates the Puerto Rican cultural context in contemporary New York. Statistical data are presented in 12 tables and 10 graphs. A 540-item bibliography and a discussion of the effects of tracking on Hispanic American students are appended. (FMW)

ED 334 320 UD 028 130

Young, Russell L.
A Paradigm for Examining Multicultural Education.
PUB DATE - 91
NOTE - 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Historical Materials (060), Speeches, Conference Papers, 'Papers Presented at...' (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Acculturation; American Indians; Blacks; Cultural Pluralism; *Educational History; *Educational Trends; Elementary Secondary Education; Equal Education; Ethnic Groups; Hispanic Americans; *Multicultural Education; Parochial Schools; Politics of Education; Racial Discrimination
IDENTIFIERS - Ethnic Revitalization; Nativistic Movement

Scholars and practitioners in the field of multicultural education need a historical perspective on the role of cultural pluralism throughout U.S. history. This paper begins by tracing the role schools have played in socializing people to assimilate to an Anglo-Saxon society and discussing the rise of the ideals of cultural pluralism in U.S. schools. Rising nationalism after the Revolutionary War and the War of 1812, combined with the growing need for a work force in the Industrial Revolution, spurred the rise of common schools in the 1800s. Large, diverse urban populations made educators more aware of the role of schools as a unifying force. As a result, all of the states had compulsory education laws by 1930, the core curriculum being strongly influenced by the Anglo-Saxon interpretation of Americanism. The paper describes Banks' model of ethnic revitalization, using it to frame an understanding of assimilation efforts in New York and Minnesota in the early 1900s, then discusses possible reasons why organizer's view of the problem to be solved; (2) a description of the community served; (3) the program components; (4) references; and (5) the name of a contact person. A list of 63 references is appended. (FMW)

ED 334 339 UD 028 189

Darling-Hammond, Linda; Ascher, Carol
Creating Accountability in Big City School Systems. Urban Diversity Series No. 102.
Columbia Univ., New York, NY. Teachers Coll. National Center for Restructuring Education, Schools and Teaching.; ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Mar 91
NOTE - 48p.; On title page, cited as "Creating Accountability in Big City Schools."
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - *Accountability; *Educational Assessment; *Educational Improvement; Elementary Secondary Education; Evaluation Criteria; Outcomes of Education; School Effectiveness; School Restructuring; *Systems Development; *Urban Schools
IDENTIFIERS - *Educational Indicators

Accountability has always been a basic concept in public education, although ideas about how to accomplish it have changed over the years. Problems in urban schools have given rise to the hope that carefully created systems of accountability might spur school improvement and school restructuring. Devising a system of genuine accountability in a large urban school is a complex task, involving careful sorting of responsibilities and a thoughtful set of measures for assessing school effectiveness and student progress. The following types of mechanisms operate simultaneously within a system of accountability: (1) political accountability; (2) legal accountability; (3) bureaucratic accountability; (4) professional accountability; and (5) market accountability. Bureaucratic accountability, professional accountability, and market accountability are all currently proposed as strategies for school improvement. Accountability systems need multiple statistical indicators to stimulate and measure school improvement; however, there is little agreement about what those indicators should be, or who should be responsible for determining them. Indicators must go beyond rudimentary output measures such as student test scores and examine the school context. Whether the indicators focus on inputs or outputs, care must be taken to protect the technical quality of the data, to create a level of analysis that isolates within-school differences, and to ensure that across-school comparisons are fair. A list of 29 references is appended. (FMW)

ED 334 340 UD 028 190

Ascher, Carol
School Programs for African American Males. ERIC CUE Digest No. 72.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - May 91
NOTE - 4p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.

DESCRIPTORS - High Schools; *International Relations; *National Security; Secondary Education; *Social Studies; *Teaching Methods; World Affairs

This document is a guide to using the "National Security Series", which consists of seven books designed for teaching about national security issues in high school social studies classes. Five of the series books contain lessons designed to supplement specific courses by relating national security issues to U.S. government, U.S. history, economics, world geography, and world history. The other two books feature, respectively, strategies for teaching about national security, and basic concepts of national security as an academic field. The guide outlines several ways to integrate the seven books in the series. Each of its five sections suggests additional ways to use the lessons of the series books in the classroom. Subjects of the five sections are: (1) cross references by course; (2) instructional strategies; (3) areas of the world; (4) topics in international politics; and (5) national and international security concepts. (DB)

ED 334 141 SO 030 249

Soviet Arts Curriculum Guide.
San Diego County Office of Education, CA.
SPONS. AGENCY - San Diego Unified School District, Calif.
PUB DATE - 89
NOTE - 112p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Aesthetic Values; Architecture; *Art Education; *Cultural Activities; Curriculum Design; *Curriculum Development; Curriculum Guides; Dance; Drama; Elementary Secondary Education; Folk Culture; Foreign Countries; Foreign Culture; Integrated Curriculum; *Teaching Methods; *Visual Arts
IDENTIFIERS - *USSR

This extensive curriculum guide was written in conjunction with the San Diego Arts Festival of Soviet Arts in 1989. It aimed to provide teachers with insights and ideas about arts in the Soviet Union before, during, and after the Arts Festival. A curriculum model is presented at the beginning of the guide to illustrate how the lessons were perceived in the overall plan of integrating the Festival, state curriculum frameworks, and racial ethnic groups. The curriculum guide is divided into three sections: the visual arts, the performing arts, and integrating the arts. There also is a general introduction and a concluding section on teaching methods. The latter gives suggestions for evaluating the arts. The visual arts section describes characteristics of Soviet art and provides information and lesson activities on the following: Folk Art; Painting and Drawing; Metal Work; Architecture; Laquerware; and Faberge Mineral Carving and Imperial Eggs. In the Performing Arts section, a brief history of Russian-Soviet music is presented with lesson activities about jazz, classical, and Russian folk music. The section on theatre arts deals with theme recognition through character identification and explores drama in the theatre, on the movie screen, and puppetry. Aesthetic values of folk dance and the ballet are addressed in the section on dance. The final section provides activities for integrating language arts, mathematics, science, social science, physical education, foreign language, and vocational education. (KM)

ED 334 142 SO 030 284

Teske, Patricia W.

IDENTIFIERS - *Connecticut State Department of Education

One aspect of teacher induction that has been given inadequate attention in relation to its importance is the issue of mentor accountability. Using data from the 1989-1990 school year, this study investigated the degree to which mentors acted in accordance with standards set out by the Connecticut State Department of Education. Two research questions were addressed: (1) In what support activities are mentors engaged during the induction year? and (2) How do mentor activities align with the responsibilities set forth by Connecticut's induction program? Data were obtained from two sources: telephone surveys of mentors and beginning teachers, and mentor logs completed by mentors and signed by both the mentor and the beginning teacher. Mentor responsibilities include: meeting regularly with mentees, observation, developing the Connecticut teaching competencies, preparing for assessment, and log summaries. The findings of the study led to the conclusion that far less than 100 percent of mentors are meeting all of the responsibilities set out by the Connecticut State Department of Education. A list of 11 recommendations based on these findings as well as a list of 9 references is included. (LL)

ED 334 163 SP 033 134

Windows on Teacher Education: Student Progress through Colleges of Education. Phase 1: Initiation into Teacher Education.
New Zealand Council for Educational Research, Wellington.
PUB DATE - 90
NOTE - 166p.; The appendices are in a separate volume.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Attitude Measures; *Career Choice; College Bound Students; College Freshmen; Colleges; Elementary Secondary Education; Ethnicity; Foreign Countries; Higher Education; Interviews; Longitudinal Studies; Questionnaires; *Schools of Education; Sex Fairness; *Student Attitudes; Student Records; *Teacher Education; Teaching (Occupation)
IDENTIFIERS - Maori (Language); Maori (People); New Zealand (Auckland); New Zealand (Christchurch); New Zealand (Wellington); New Zealand Council for Educational Research

This is the first report of a longitudinal study of trainees preparing to teach in New Zealand primary and intermediate schools. The purpose of the study is to record attitudes and perceptions at the time of selection for teacher training at the end of 1988 and the response of a smaller sample of students halfway through the first year of the course in 1989. The study is planned to run until 1992 when most of the students will have become beginning teachers. The study is being undertaken in three colleges: Auckland, Wellington, and Christchurch, and conducted in several phases. Data have been collected by means of a questionnaire to successful college applicants followed by more intensive investigation of a sample of the students through interviews and college records of performance. The report focuses on expectations, personal backgrounds, attitudes towards public service as future teachers, as well as thoughts on leading issues of the day such as gender and cultural equity. Future reports will document students' progress through teacher training and out into the classrooms with an eye towards helping inform individual colleges of ways education programs might be improved to enhance the student's experience. (LL)

ED 334 164 SP 033 135

Katz, Lilian G., Ed.; Raths, James D., Ed.

Yap, Kim O.
Educational Empowerment: A Formative Look at Choice and Equity.
PUB DATE - Apr 91
NOTE - 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Educational Improvement; Elementary Secondary Education; Equal Education; *Excellence in Education; *Magnet Schools; Nontraditional Education; Parent Rights; Parent School Relationship; *Program Effectiveness; *Program Implementation; *School Choice; School Community Relationship
IDENTIFIERS - *Hawaii; *Learning Center Program HI

Against the backdrop of school choice as a pivotal element in educational reform, Hawaii has developd its own variant of the magnet school concept--the Learning Center Program, initiated in January 1987. Following a brief period of implementation at 14 high school sites, the program was evaluated and expanded to include 20 centers during the 1987-1988 school year and to a total of 29 during the 1989-1990 school year. The goals of these centers are to: expand educational choices for students through efficient use of resources; provide parents with the kind of education they want for their children; and encourage school-community collaboration and use of community resources. Each center is organized around a theme or subject area, and all centers set high academic, behavior, and attendance standards. Classes are taught by highly skilled teachers. Although centers are housed in high schools, they may serve students from elementary and intermediate schools as well. According to an independent evaluation, the program was implemented as intended. There is strong evidence that the Learning Centers are well accepted by program participants and their parents. However, there is also evidence that many parents and students were ignorant of the existence and purpose of learning centers. It appears that a more systematic approach is needed to publicize the program so that parents and students may actually avail themselves of choices in education. (AMH)

ED 334 185 SP 033 176

Farber, Barry A.
Tracing a Phenomenon: Teacher Burnout and the Teacher Critics of the 1960s.
PUB DATE - Apr 91
NOTE - 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Book Reviews; Criticism; Economically Disadvantaged; Educational Change; Educationally Disadvantaged; Elementary Secondary Education; *Libel and Slander; Minority Group Children; *Public School Teachers; Socioeconomic Influences; Student Alienation; *Teacher Burnout; *Teacher Characteristics; *Urban Education; *Value Judgment
IDENTIFIERS - Boston Public Schools MA; Herndon (James); Holt (John); Kohl (Herbert); Kozol (Jonathan); *1960s; 1970s; Silberman (Charles E)

Teacher burnout, defined as feelings of uselessness and inconsequentiality, did not begin in the 1960s, but it was aggravated by increasing lack of respect and appreciation from the

Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Mar 89
NOTE - 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Academic Achievement; *Achievement Gains; Elementary Secondary Education; *Grade Inflation; Norm Referenced Tests; Scoring; *State Norms; State Officials; State Surveys; Testing Problems; *Test Use
IDENTIFIERS - High Stakes Tests; *Teaching to the Test; *Test Directors

It is increasingly recognized, following the lead of J. J. Cannell, that actual gains in educational achievement may be much more modest than dramatic gains reported by many state assessments and many test publishers. An overview is presented of explanations of spurious test score gains. Focus is on determining how test-curriculum alignment and teaching the test influence the meaning of scores. Findings of a survey of state testing directors are summarized, and the question of teaching the test is examined. Some frequently presented explanations refer to norms used; others refer to aspects of teaching the test. Directors of testing from 46 states (four states conduct no state testing) replied to a survey about testing. Forty states clearly had high-stakes testing. The most pervasive source of high-stakes pressure identified by respondents was media coverage. Responses indicate that test-curriculum alignment and teaching the test are distorting instruction. A possible solution is to develop new tests every year, changing the tests rather than the norms. Two tables present explanations for test score inflation and selected survey responses. (SLD)

ED 334 205 TM 016 602

Linn, Robert L.; And Others
Quality of Standard Tests. Final Report. School Reform Assessment Project. Final Deliverable--October 1989.
Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, CA.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Oct 89
NOTE - 155p.; Paper prepared in collaboration with the University of Colorado; NORC, Univeisity of Chicago; and Arizona State University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160), Collected Works - General (020)
DESCRIPTORS - Achievement Gains; Achievement Tests; Educational Assessment; *Educational Change; Elementary Secondary Education; *Grade Inflation; Mathematics Tests; Norm Referenced Tests; Quality Control; Reading Tests; School Districts; *Scoring; *Standardized Tests; State Norms; *State Officials; State Programs; State Surveys; Testing Problems; Testing Programs; *Test Use
IDENTIFIERS - Lake Wobegon Phenomenon; Teaching to the Test

Norm-referenced test results reported by states and districts were

IDENTIFIERS - *Critical Decision Method; Expertise; *Experts; Structured Interviews; Subject Content Knowledge

The Critical Decision Method (CDM) is a structured interview method for eliciting expert knowledge. The method was used in a study of computer programmers who were experts at debugging complex computer systems. Fifteen programmers who were identified by their supervisors as experts were asked to describe an experience in which their expertise made a difference. The CDM interviewer used a set of questions to elaborate the programmers' responses. Two non-expert programmers were interviewed for comparison. Each subject told the story of a debugging experience four times with varying degrees of intervention by the interviewers. Data were validated by a panel of eight subjects who reviewed the findings of the interviews. The results show that the CDM facilitated the identification and description of expert skills (critical knowledge) as well as resources and heuristics for selection and use of skills and resources by the experts. The stories produced have the potential to enhance training materials for other programmers. A 32-item list of references is included. (SLD)

ED 334 224 TM 016 706

Allum, Keith F.

On Conducting Educational Research in the Field: The Evolution on an Ethnographic Experience from Passive to Active to Participant Observation.

PUB DATE - Apr 91

NOTE - 42p.; Paper is an expanded version of a paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).

LANGUAGE - English

EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, 'Papers Presented at...' (150)

DESCRIPTORS - Classroom Observation Techniques; *Educational Assessment; *Ethnography; *Field Studies; High Schools; *Participant Observation; *Researchers; Research Methodology

IDENTIFIERS - *Researcher Role; *Researcher Subject Relationship

Based on personal experiences in conducting intensive ethnographic fieldwork, the social, emotional, and personal aspects of fieldwork that are often neglected in the literature are considered. The fieldwork involved observations within five diverse secondary schools during a 2-year period in conjunction with a project on microcomputer implementation in pre-college mathematics. The five stages through which the fieldwork progressed are described: (1) entry; (2) passive observation (classroom observations and analysis of documents, memos, and other secondary data); (3) active observation (interactions, interviews, summer workshop observations, and questionnaires); (4) participant observation (full participant observation, the evolving role of the investigator, and the impact of the researcher on the research site); and (5) exiting the field (planning to leave, disengagement, and responsibilities and obligations). Full participant observation complemented traditional data collection techniques of semi-structured interviews, conversations with key informants, distribution of questionnaires, and content analysis of relevant texts. Immersion in the field was achieved when the author obtained a position as a substitute teacher in one of the school districts involved. It is contended that decisions that direct the course of data collection inevitably depend upon more than detached scientific methodology. Hence, social, personal, and emotional factors affect each phase of the research process. By highlighting how the ethnographer's role evolved through these five stages and by critically examining

PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Achievement Tests; *Cognitive Processes; College Mathematics; Computer Assisted Testing; Education Courses; Higher Education; *Linear Programing; Mathematics Tests; Statistics; *Test Construction; Test Content
IDENTIFIERS - *Goal Programming; *Test Specifications

The use of a variation of linear programing (goal programing) to develop a test blueprint with multiple specification requirements, is the topic of this paper. The computer program STORM was used to develop a table of test specifications for a test that would measure achievement in introductory statistics in the subdomains of frequency distributions and graphs, central tendency, and variability. Specific goals were minimal length, reasonable testing time, and feasible development cost (in terms of time). Twenty-five specific constraints were specified with regard to cognitive processes and content measured. The developed blueprint could not achieve all the goals, but did allow a compromise reflecting the individually prioritized goals. Goal programing appeared to be a practical method for specifying the dimensions of a test blueprint. Five tables illustrate the goal programming process. (SLD)

ED 334 243   TM 016 788

De Ayala, R. J.; And Others
An Investigation of the Robustness of a Partial Credit Model-Based Computerized Adaptive Test to Misfitting Items.
PUB DATE - Apr 91
NOTE - 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Adaptive Testing; *Computer Assisted Testing; Equations (Mathematics); *Error of Measurement; Factor Analysis; Goodness of Fit; Mathematical Models; Maximum Likelihood Statistics; *Robustness (Statistics); *Test Items
IDENTIFIERS - Ability Estimates; *Partial Credit Model

The robustness of a partial credit (PC) model-based computerized adaptive test's (CAT's) ability estimation to items that did not fit the PC model was investigated. A CAT program was written based on the PC model. The program used maximum likelihood estimation of ability. Item selection was on the basis of information. The simulation terminated when a maximum of 30 items was reached or when a predetermined standard error of estimate (SEE) was obtained. SEE termination criteria of 0.20, 0.25, and 0.30 were used. Responses to 150 5-alternative items generated according to a linear factor analytic model were simulated for 1,000 examinees. Results indicate that reasonably accurate ability estimation could be obtained despite the adaptive tests, which, on the average, contained up to 45% misfitting items. The inclusion of the misfitting items did not appear to increase the PC CAT test lengths. The benefits of polytomous model-based CATs were discussed. Three data tables, five figures, and a 30-item list of references are included. (SLD)

ED 334 244   TM 016 792

Roberts, Gary J.
Development and Utilization of a Fair Measure of Racial Integration: A Twelve-Year Quantitative Evaluation.
PUB DATE - Apr 91

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Abstract Reasoning; Comparative Analysis; *Concept Teaching; Higher Education; Knowledge Level; *Prior Learning; Programing; Programing Languages; *Teaching Methods; *Undergraduate Students
IDENTIFIERS - Domain Analysis; *Structured Conceptualization; *Subject Content Knowledge

A study involving 120 undergraduate students attending the University of St. Thomas in St. Paul (Minnesota) was undertaken to test the interactive effect of instructional strategy (structured versus constructed) with learner's prior domain knowledge in concept acquisition. Previous instructional design research on concept learning has focused on structured strategies (i.e., expository and practice presentations) for initial learning of concepts. The assumption has been that learners had no prior domain knowledge of the concepts to be learned. The propose of this study was to extend that research by investigating the interaction of instructional strategies with students who have prior domain knowledge. Six abstract programming concepts from the domain of structured languages were selected as the content for the learning program. Results indicate that learners with no prior domain knowledge learned concepts better with a structured strategy than with a strategy that forced learners to construct the necessary conceptual knowledge. In contrast, learners with prior domain knowledge performed better when required to construct the knowledge than did learners who experienced the structured strategy. The importance of learner prior domain knowledge is discussed as it pertains to the selection of instructional strategies. Two tables are included. (TJH)

ED 334 284 TM 016 886

Clark, Henry T., III; Fetsco, Thomas G.
Assessing Instrument Stability and Recommended Interventions of the Reading Style Inventory with 3rd Grade Students.
PUB DATE - Feb 91
NOTE - 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (14th, Boston, MA, February 13-16, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classroom Environment; *Elementary School Students; *Grade 3; *Multiple Choice Tests; Primary Education; Reading Instruction; *Reading Tests; *Student Attitudes; *Test Reliability
IDENTIFIERS - *Reading Style Inventory (Carbo)

Using a 6-week, test-retest design with 37 third-grade students, the stability of the Reading Style Inventory (RSI) was assessed. The consistency of the recommended reading method interventions that derive from the RSI was also examined. The RSI consists of 52 items organized into two sections. The first section contains 14 three-option questions and 12 two-option questions addressing student preferences for physical and social aspects of the learning environment. The second section contains 26 two-option questions relating to students' preferred modality. In addition to the basic inventory question booklets and response sheets, there is also a diskette for scoring the inventories and generating summary descriptive data and intervention recommendations. Output from the scoring diskette includes summary descriptors of the student's identified preferences, instructional/curricular interventions rated as "highly recommended", "recommended", dimensions indicative of ethnocultural community integration that have been grouped within the following major categories: (1) demographic and health indicators; (2) educational indicators; (3) economic indicators; (4) housing indicators; (5) legal and political indicators; (6) cultural indicators; and (7) psychological indicators. Much of the discussion relates to an analysis of the literature on community development and integration that emphasizes an approach based on equity and/or equality. The paper recommends an examination of the indicators discussed in terms of their availability, comparability, reliability, and validity for further research. (AF)

ED 334 283 UD 027 858

de Vries, John
The Integration of Ethno-Cultural Communities into Canadian Society: A Selected Bibliography = L'integration des communautes ethnoculturelles dans la societe canadienne: Bibliographie selective.
Carleton Univ., Ottawa (Ontario). Centre for Research on Ethnic Minorities.
SPONS. AGENCY - Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE - 88
NOTE - 245p.; French and English texts in one volume.
LANGUAGE - English; French
EDRS-PRICE - EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131).
DESCRIPTORS - *Acculturation; Cultural Differences; Cultural Interrelationships; *Cultural Pluralism; Culture Contact; *Ethnic Groups; Foreign Countries; Immigrants; *Social Indicators; *Social Integration; *Sociocultural Patterns
IDENTIFIERS - *Canada

This bibliography lists 804 journal articles, books, chapters in books, and reports dealing with ethnocultural communities in Canada and measures of their integration into Canadian society. The publication is divided into three major parts. Part 1, "Canadian Ethno-Cultural Communities in General," includes materials on issues concerning immigrants, multiculturalism, and ethnic, cultural, and language minority groups. Part 2, "Various Canadian Ethno-Cultural Communities," comprises materials dealing with the following groups: (1) "Asian Ethno-Cultural Community," including sections on Chinese, East Indian, Japanese, and Korean communities; (2) "Arab Ethno-Cultural Community"; (3) "Euorpean Ethno-Cultural Community," including sections on Croatian, Estonian, Finnish, German, Greek, Hungarian, Italian, Macedonian, Polish, Portuguese, Scottish, and Ukrainian communities; (4) "Jewish Ethno-Cultural Community"; and (5) "Women of the Ethno-Cultural Community." Part 3, "Some Integration Indicators," includes sections dealing with the following categories of measures: (1) "Cultural Indicators"; (2) "Demographic and Health Indicators"; (3) "Economic Indicators"; (4) "Educational Indicators"; (5) "Legal and Political Indicators"; and (6) "Psychological Indicators." Entries in the bibliography are not annotated. (AF)

ED 334 284 UD 027 862

Karim, Karim H.; Sansom, Gareth
Ethnicity and the Mass Media in Canada: An Annotated Bibliography = Bibliographie annotee sur les ethnies et les media au Canada.
Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.
PUB DATE - Jun 90

eligibility procedures, and funding sources whenever possible; and (7) focusing school and community resources on prevention and early intervention strategies to address student needs holistically. The bill includes the following sections: (1) short title; (2) findings; (3) purposes; (4) grants authorized; (5) eligibility; (6) target population; (7) authorized activities; (8) applications; (9) federal interagency task force; (10) study; (12) payments, federal share; (13) definitions; and (14) authorization of funds. (AF)

ED 334 302   UD 028 095

D.C. Public School System—Status Update. Hearing before the Subcommittee on Judiciary and Education of the Committee on the District of Columbia. House of Representatives, One Hundred First Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.
PUB DATE - 18 Sep 90
NOTE - 223p.; Serial No. 101-12. Pages 199-202 have some lines of illegible print.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090), Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Educational Assessment; *Educational Facilities Improvement; *Educational Finance; *Educational Quality; Education Work Relationship; Elementary Secondary Education; Hearings; Program Evaluation; Public Schools; School Buildings; *Urban Schools
IDENTIFIERS - Congress 101st; *District of Columbia Public Schools

This hearing was held to update the Subcommittee on Judiciary and Education of the House Committee on the District of Columbia on the present status and overall condition of the District of Columbia public school system. Witnesses invited to testify included Nate Bush, president, District of Columbia Board of Education; Andrew E. Jenkins, III, superintendent and chief state school officer; Togo West, Jr., chairman, District of Columbia Committee on Public Education; Howard Brown, director, Project Accord, Anacostia High School; and Delabian Rice-Thurston, executive director, Parents United for the District of Columbia Public Schools. Witnesses testifying at this hearing were asked, among other things, to comment on the financial condition and priorities of the school system; the physical condition of and plans for District of Columbia public school buildings; the academic strengths and weaknesses of the system; special programs in the system; and plans for curriculum reform. Witnesses agreed generally on the following conditions: (1) that the system's financial situation is not good; (2) that school buildings are in dilapidated and worsening condition; (3) that the system's academic program needs strengthening; and (4) that some special programs, including Project Accord, a career employment program, are making a difference for some students. Statements from 18 hearing participants are included. (AF)

ED 334 303   UD 028 113

Yepes-Baraya, Mario
Developing Multicultural Curricula for Teacher Education: A Case Study from SUNY College at Fredonia.
PUB DATE - Apr 91
NOTE - 27p.; Paper presented at the conference "Multicultural Education: Programs and Strategies for Action" (Springfield, IL, April 1-3, 1991).

the multiethnic movement of the 1970s failed to replace Eurocentrism with democratic cultural pluralism. The following suggestions are made for those in the field of multicultural education: (1) provide equal access to benefits for all members of society, shifting from a win-lose to a win-win philosophy; (2) recognize the diversity between and within cultures and not rely on polarized education programs; (3) understand oneself as a cultural being; (4) recognize and counter deficit models of achievement; and (5) increase skills necessary for a culturally diverse society. A list of 65 references is appended. (CJS)

ED 334 321 UD 028 140

A Blueprint for Change: A Puerto Rican Agenda for the 1990s.
National Puerto Rican Coalition, Washington, DC.
PUB DATE - 91
NOTE - 42p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - Acquired Immune Deficiency Syndrome; Civil Rights Legislation; Economic Development; *Educational Needs; Futures (of Society); *Long Range Planning; Policy Formation; *Public Policy; *Puerto Ricans; *Social Problems
IDENTIFIERS - *Puerto Rico

This public policy agenda lists the most pressing priorities for Puerto Ricans in the 1990s. The following education goals are outlined: (1) expand dropout prevention programs; (2) improve vocational and technical education; and (3) improve monitoring of the educational performance of Puerto Ricans. The following Acquired Immune Deficiency Syndrome (AIDS) and substance abuse goals are outlined: (1) raise public awareness; (2) support increased funding; and (3) develop treatment programs for drug users. The following community economic development (CED) goals are outlined: (1) advocate new training and incentive programs; (2) expand the supply of affordable housing; (3) encourage financial investment; and (4) promote partnerships between the public and private sectors, nonprofit intermediaries, and community-based organizations. The following employment, job training, and welfare goals are outlined: (1) retain tax credits and benefits; (2) lengthen and improve job training under the Job Training Partnership Act (JTPA); (3) increase workplace literacy programs; and (4) implement the 1988 Family Support Act. The following civil rights goals are outlined: (1) support legislation to prevent discrimination; (2) oppose laws to establish English as the official language; (3) insist on accurate reporting of Puerto Ricans in census reports; and (4) ensure that redistricting empowers the Puerto Rican community. The following goals for Puerto Rico are outlined: (1) retain federal tax incentives; (2) support full parity in all social welfare programs; and (3) support self-determination. (FMW)

ED 334 322 UD 028 141

Yeager, Kenneth E.
Creating Public Support for Child Care Services.
PUB DATE - 91
NOTE - 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Community Attitudes; *Community Support; *Day Care;

PUB TYPE - Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS - Black Culture; Blacks; *Black Students; Educational Innovation; Elementary Secondary Education; *Males; *Program Content; *Role Models; *Student Development
IDENTIFIERS - *African Americans; ERIC Digests

New educational programs are attempting to meet the needs of male African American students. The new programs vary widely in approach, scope, content, and targeted age group. However, they all focus on helping African American male youth develop productive behaviors and values by bringing them into contact with African American male adults. The following components are common to most programs: (1) appropriate male models/male bonding; (2) identity/self-esteem; (3) academic values and skills; (4) parent and community strengthening; (5) transition to manhood; and (6) a safe haven. Of all the program components, those programs that have experimented with all-African, all-male classes have been the most controversial. While early evaluations indicate some success, it is too early to determine the long-term effectiveness of these programs and approaches. African American males have been called "an endangered species" and these new programs are an important attempt to help this group function productively. A list of eight references is appended. (FMW)

ED 334 341 UD 028 204

Chhim, Sun-Him; And Others
Introduction to Cambodian Culture; Laos Culturally Speaking; Introduction to Vietnamese Culture.
San Diego State Univ., CA. Multifunctional Resource Center.
SPONS. AGENCY - California State Dept. of Education, Sacramento.
PUB DATE - 89
NOTE - 233p.; For individual sections, see UD 028 205-207.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Books (010), Collected Works - General (020)
DESCRIPTORS - Asian History; *Cambodians; *Cultural Background; *Cultural Context; *Cultural Traits; Elementary Secondary Education; Ethnology; Foreign Countries; Geography; Individual Differences; *Laotians; Values; *Vietnamese People
IDENTIFIERS - Cambodia; Cambodian Culture; Laos; Laotian Culture; Vietnam; Vietnamese Culture

This document comprises three booklets that serve as a foundation for understanding the cultural diversity and values of Cambodian, Laotian, and Vietnamese students. Each booklet reviews the country's history and geography. "Introduction to Cambodian Culture" (S. Chhim) discusses the following topics: (1) the Khmer concept of individual worth; (2) the family; (3) the language system; (4) the education system; (5) religion; (6) art forms and expression; (7) literature, the performing arts, and crafts; (8) important ceremonies; (9) holidays and festivals; and (10) recreation and leisure. "Laos Culturally Speaking" (K. Luangpraseut) discusses the following topics: (1) the Lao and their universe; (2) the concept of a human being; (3) the perception of human life; (4) the life circle; (5) important ceremonies; (6) major holidays and festivals; (7) family structure; (8) living conditions; (9) wisdom versus knowledge; (10) literature; and (11) the Lao and the outside world. "Introduction to Vietnamese Culture" (H. D. Te) discusses the following topics: (1) man in relation to himself; (2) man in relation to family and society; (3) language and nonverbal communication; (4) politics and economics; (5) nature; (6) values; (7) the education system; (8) religion; (9) philosophy of life;

Beginnings: Beginning Musical Strategies with Social Implications for Level V Middle School Students in Baltimore County, Maryland.
PUB DATE - Jul 89
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Curriculum Development; *Educational Strategies; Intermediate Grades; Junior High Schools; Learning Disabilities; *Middle Schools; *Music Activities; *Music Education; Music Therapy; Secondary Education; Socialization; Special Education; *Special Needs Students; Student Educational Objectives; Teaching Methods

This document presents strategies developed for teaching learning disabled, emotionally disturbed, or intellectually limited middle school students in the music classroom. The proposed strategies are designed to meet the following criteria: (1) the musical activities are to be musically appropriate for middle school adolescents; (2) each activity will encompass social implications appropriate to the music classroom setting; (3) the activities will generate success; and (4) the strategies will have the ability to promote both individual and group self-esteem. The document outlines several different features of the proposed program of musical strategies including: philosophy, goals, theoretical rationales, needs assessment, instructional objectives, instructional strategies, resources, curriculum design, staffing, evaluation provisions, and budget. Three appendices provide: (1) explanations of three types of handicapping conditions at issue; (2) a list of 14 conditions essential to implementing an appropriate program for the high risk secondary population; and (3) a set of four recommendations made by the Level V Secondary Special Education Study Committee. A 9-item bibliography is included. (DB)

ED 334 143 SO 030 289

Bjerstedt, Ake
Peace Education in Different Countries. Peace Education and Debate. 81.
Lund Univ. (Sweden). Malmo School of Education.
PUB DATE - 88
NOTE - 92p.; For a related document, see SO 030 290.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Controversial Issues (Course Content); Educational Research; Elementary Secondary Education; Foreign Countries; Global Approach; International Education; *International Educational Exchange; *International Relations; *Peace; Questionnaires; *Role of Education; Social Change; Social Studies; War; World Affairs
IDENTIFIERS - *Peace Education

An attempt was made via an international questionnaire to procure information about the current situation and debate surrounding peace education in different countries. After a presentation of the questionnaire's background and composition, some general characteristic features from the response are shown. Then, a more concrete picture of the status of peace education in different countries is given through a series of illustrative responses from letters and documents. It is observed, among other things, that many countries do not have any recommendations on peace education

Advances in Teacher Education. Volume 4.
PUB DATE - 91
NOTE - 184p.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010)
DESCRIPTORS - *Beginning Teacher Induction; Collegiality; Educational Innovation; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Program Improvement; *Schools of Education; *Student Teachers; *Teacher Education Programs; Teacher Educator Education; Teaching (Occupation)

This book contributes 8 chapters on issues related to the general movement in the United States to reform teacher education: "Teacher Education at the Crossroads" (Thomas J. Lasley and Joseph Watras) details some areas of difficulty in achieving reform; "Teacher Preparation in the Normal School" (R. S. Patterson) describes and analyzes the role of the normal schools in training teachers in Alberta, Canada; "A Plight of Teacher Educators: Clinical Mentalities in a Scientific Culture" (James Raths, Amy McAninch, and Lilian Katz) addresses the problems of teacher-educators in terms of the conflict between the scientific culture, the wider university, and the clinical culture of practitioners; "Teacher Planning, Collegiality, and the Education of Teachers: A Developmental Integration of Research-validated Knowledge with Practice" (Peter P. Grimmett) explores ways that teacher-educators might utilize research on teaching in preservice education; "A Teacher Education Paradigm To Empower Teachers and Students" (Patricia Ashton) suggests that beginning teachers be encouraged to become innovative; "The Beginning Teacher as Theory Maker: Meanings for Teacher Education" (Patricia M. Copa) examines research on experiences of beginning teachers and offers an alternative way of understanding this critical point in teachers' careers; "Issues in Teaching Practice Supervision Research: A Review of the Literature" (Deanne Boydell) contributes a review of research on supervision of student teaching; "A Framework for Designing Field Experiences: A Jamaican Study" (Hyacinth L. Evans) addresses complex issues in the provision of field experiences. (LL)

ED 334 165   SP 033 137

Biddle, James R.; Lasley, Thomas J.
Portfolios and the Process of Teacher Education.
PUB DATE - Apr 91
NOTE - 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Change Strategies; Decision Making Skills; Elementary Secondary Education; Higher Education; Human Dignity; *Portfolios (Background Materials); *Preservice Teacher Education; Process Education; *Teacher Education Programs; *Thematic Approach
IDENTIFIERS - Reflective Thinking; University of Dayton OH

This paper addresses the issue of substantive redesign of teacher education programs in order to create a curriculum of integrity which would bring together the many threads of preservice experience. Ohio's University of Dayton's teacher education program is outlined in this paper, and several aspects of the program are discussed in detail. The University's program is thematic--one theme for general education and one for teacher education. The program stresses the process of presenting the prerequisite skills and dispositions for professional, reflective general public. The great social unrest of the 1960s and 1970s focused on the related issues of economic and educational inequity, and much public pressure was brought to bear on teachers to remedy the longstanding social and educational problems of disadvantaged minority group children. A series of books stirred up images of teachers as racist, authoritarian, and anti-progressive. John Holt's message was that schools corrupted the integrity and intelligence of children, particularly minority children, and he blamed teachers for children's behavior. Jonathan Kozol targeted individual teachers and racism in schools; like Holt, he fell into the trap of imagining that schools are the only influence on children's behavior. Herbert Kohl's book saw teacher incompetency as primarily responsible for students' misbehavior. James Herndon believed that schools are too obsessed with order, and Charles Silberman, more sympathetic to teachers, directed his anger towards the entrenched and mindless policies of schools and school boards. The books by these men constituted a source of stress for teachers and contributed to teacher burnout. (LL)

ED 334 186   SP 033 177

New Strategies for Producing Minority Teachers Policy & Programs
and Technical Report.
Education Commission of the States, Denver, Colo.
PUB DATE - 90
NOTE - 165p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141), Reports - Research/Technical (143)
DESCRIPTORS - Elementary Secondary Education; Higher Education; *Minority Group Teachers; Program Descriptions; State Government; *State Programs; State School District Relationship; Teacher Employment; *Teacher Recruitment; Teacher Supply and Demand; Teaching (Occupation)

In 1988, the Education Commission of the States (ECS) undertook an 18-month effort to discover strategies that would increase the number of minority teachers in the nation's classrooms. Representatives from 22 education policy and research organizations formed the Alliance of Leaders for Minority Teachers to share views and information. In addition, ECS conducted case studies in five states (Arizona, Iowa, Minnesota, New York, and North Carolina) to understand how people in various positions look at the shortage of minority teachers and what factors contribute to the supply and demand of minority teachers. The research results and the alliance's recommendations for action appear in three separately published but closely related documents that are combined here: (1) "New Strategies for Producing Minority Teachers: Plans & Programs"; (2) "New Strategies for Producing Minority Teachers"; (3) "New Strategies for Producing Minority Teachers--Technical Report." The 12-page "Plans & Programs" document looks at current strategies underway in the states to increase the supply of minority teachers. It is not meant to be definitive, but to illustrate the gamut of efforts taking place to respond to the shortage of minority teachers. The programs described indicate there are many valuable efforts going on nationwide. However, the bulk of them address the short-term needs for minority teachers, and few are part of any comprehensive state plan to look at the problem for the long term. New strategies involving all levels of the education system are needed to provide long-term solutions. The 52-page second volume has three main sections. Section 1, a description of the study, examines the policy tools applied at various levels (pre-K through 12, postsecondary) of the education system to alleviate the shortage studied along with factors related to those scores to document the degree to which "above average" achievement test results are being presented. Part of the stimulus for the present report came from the study by J. J. Cannell and the community group Friends of Education. A letter and data collection form were mailed to directors of testing in all states to obtain test score information. These directors were then interviewed by telephone for further information about testing. A stratified random sample of 175 school districts was surveyed by mail, with telephone interviews conducted with a subsample. Weighted estimates from the district sample suggested that 57% of students in grades 1 through 6 obtained scores above the national median on norm-referenced reading tests, and 62% was the corresponding figure for mathematics tests. Corresponding figures for grades 7 through 12 were lower, but still over 50%. State results were compatible with district estimates, providing some support for the general finding of Cannell's group that for elementary school grades almost all states and most of the districts are reporting norm-referenced achievement test results that are above the national median. Possible explanations and suggestions for test use are reviewed. Seven tables, 33 figures, and a 39-item list of references are included. Seven appendices present forms used in the study and descriptive data. (SLD)

ED 334 206 TM 016 608

Scherer, Marcia J.; McKee, Barbara G.
The Development of Two Instruments Assessing the Predispositions People Have Toward Technology Use: The Value of Integrating Quantitative and Qualitative Methods.
PUB DATE - Apr 91
NOTE - 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Adults; *Assistive Devices (for Disabled); *Attitude Measures; Biomedical Equipment; *Disabilities; Interviews; Motivation; Psychological Characteristics; Quality of Life; Self Care Skills; *Technology; *Test Construction
IDENTIFIERS - Assistive Technology Device Predisposition Assess; Educational Technology Predisposition Assessment; Functional Assessment Inventory

Use and non-use of assistive technology by people with physical disabilities were explored. Also examined were the beliefs subjects held about technology use and the quality of their lives. The study began in 1985 with five women with severe cerebral palsy and five men with spinal cord injuries. All participants were equipped with one or more technologies and had been preselected as a technology user or non-user. In a followup in 1988, two additional subjects with spinal cord injuries were added to the sample. Participants were observed and the 30-item Functional Assessment Inventory was completed for each subject to measure the degree of impairment. Psychological profiles were obtained, and subjects' attitudes were determined through interviews. Overall, successful use of a technology depended on the subject's belief that benefit would result. Factors that influenced the decision to use or forego a technology were grouped into the following categories: (1) characteristics of the purpose (mobility, communication, information acquisition, art, and recreation); (2) characteristics of the technology; (3) characteristics of the individual; and (4) psychosocial characteristics (exposure, how these changing roles affect the ethnographer's relationship to the data, this paper shows the need for a reflexive ethnography of educational settings. A 40-item list of references is included. (RLC)

ED 334 225   TM 016 707

Fiene, Richard; Melnick, Steven A.
Quality Assessment in Early Childhood Programs: A Multi-Dimensional Approach.
PUB DATE - Apr 91
NOTE - 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Accreditation (Institutions); Certification; *Child Development Centers; Comparative Testing; *Day Care Centers; Early Childhood Education; Interrater Reliability; *Preschool Children; *Program Evaluation; *Quality Control; *Rating Scales; State Standards; Test Use
IDENTIFIERS - Child Development Program Evaluation Scale; Early Childhood Education Linkage System; Early Childhood Environment Rating Scale; Pennsylvania

The relationships among independent observer ratings of a child care program on the Early Childhood Environment Rating Scale (ECERS), state department personnel ratings of program quality using the Child Development Program Evaluation Scale (CDPES), and self-evaluation ratings using the self-assessment instrument designed for the Early Childhood Education Linkage System (ECELS)--a federally-funded demonstration project--were studied. Data were collected in May 1989 and throughout 1990 in three stages: (1) during visits by teams of two external evaluators, data were collected for 87 day care centers (DCCs) using the ECERS and 62 family day care homes (FDCHs) using the Family Day Care Home Rating Scale (FDCRS); (2) 125 DCCs and FDCHs completed the environmental, health, and safety self-assessment for the ECELS program; and (3) licensing data were collected on all of the DCCs and FDCHs in the above two studies using Pennsylvania's CDPES. The results show the need for improvement in early childhood programs in Pennsylvania in terms of licensing, health and safety, and child development program environment. All three scales measure different dimensions of quality. The CDPES had the greatest limitations in providing information on areas for improvements in early childhood programs; the ECELS scale provided significantly better data in these areas. The ECERS provided additional programmatic quality data that are not contained in the CDPES and the ECELS scale. To help the embattled licensing representative in the field, a more effective/efficient balance of self-assessment with the representative validating the results of a self-assessment with unannounced licensing visits is needed. Results also show the need to develop a weighting system for the three scales. Four bar graphs and four charts are included. (RLC)

ED 334 226   TM 016 716

Kenyon, Dorry Mann; Stansfield, Charles W.
A Method for Improving Tasks on Performance Assessments through Field Testing.
PUB DATE - Apr 91
NOTE - 44p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).

NOTE - 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Academic Achievement; Computer Software; Culture Fair Tests; Elementary Education; *Elementary School Students; Friendship; Longitudinal Studies; *Program Evaluation; *Public Schools; *Racial Integration; *School Desegregation; *Sociometric Techniques; Test Construction; Test Use; Urban Schools
IDENTIFIERS - *Springfield Public Schools MA

Following implementation of a city-wide, court-ordered desegregation plan in the mid-1970's, a sociometric instrument was developed and administered in the Springfield (Massachusetts) Public Schools at both the upper and lower elementary school levels to analyze classroom social structure, provide feedback for teachers, and provide data for evaluating the extent of integration throughout the city. More than 3,000 students in grades 3 through 6 are tested yearly. A computer program designed to generate useful information for classroom teachers was subsequently developed and has been used extensively since 1978 at the classroom level as a diagnostic/prescriptive instrument and at the system level as a program evaluation tool. System-wide sociometric analyses over the past 12 years indicate that students in Springfield are making more friends across racial lines that was the case immediately following implementation of the desegregation plan. However, most classrooms and schools are far from optimal integration. Analysis of achievement and sociometric selections indicate the importance of achievement in student friendship selections. As along as ability grouping and the achievement gap between white and minority students persist, integration will be less than desired. The student survey instrument and a sociogram report for a practice schoolroom are appended. Ten tables, two graphs, and a 44-item list of references are included. (TJH)

ED 334 245 TM 016 797

Trevisan, Michael S.
Reliability of Performance Assessments: Let's Make Sure We Account for the Errors.
PUB DATE - Apr 91
NOTE - 35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education and the National Association of Test Directors (Chicago, IL, April 4-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Analysis of Variance; Computer Software; *Educational Assessment; Estimation (Mathematics); *Performance; Psychometrics; Standardized Tests; *Test Reliability
IDENTIFIERS - *Intraclass Correlation; *Performance Based Evaluation

Some of the issues regarding the estimation of reliability for performance assessments are explored, and a methodology is suggested for determination of reliability. In performance assessment, the magnitude of the reliability coefficient may be less than that obtained for a standardized test, since part of the potential use of performance assessment is to obtain outcome data for targets difficult to assess with standardized tests. A further problem is the lack of training of many assessment specialists with regard to performance assessment. In addition, reliability may refer to more than internal consistency. There is a growing "acceptable", or "not recommended"; and recommended modifications to each listed intervention other than those "not recommended." Results of this study indicate that reliabilities for the perceptual modality scales approximated those reported in the RSI manual, but confirm the inventory's low reliability. Reading method recommendations and strategies recommended for implementing those methods showed considerable variability across the two administrations of the RSI. Questions are raised concerning the RSI's use for prescriptive purposes given the observed instability. One tables is included. (TJH)

ED 334 265 TM 016 890

Hambleton, Ronald K.; Murphy, Edward
A Psychometric Perspective on Authentic Measurement.
PUB DATE - 91
NOTE - 33p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS - *Cognitive Tests; Comparative Analysis; Elementary Secondary Education; Literature Reviews; *Multiple Choice Tests; *Objective Tests; *Psychometrics; *Testing Problems; Test Use
IDENTIFIERS - *Authentic Assessment; Higher Order Learning

Authentic measurement has become an important topic recently in educational testing. Advocates of authentic measurement feel that objective tests, multiple-choice tests in particular, cannot meet the demands required of today's tests and should be replaced by tests that can be closely matched to instruction and can assess higher-order cognitive skills. This paper addresses the validity of several criticisms of objective tests and, where appropriate, considers the viability of some alternatives. The four criticisms of objective tests that are considered contain arguments that such tests foster a one-right answer mentality, narrow the curriculum, focus on discrete skills, and under-represent the performance of students from low socioeconomic backgrounds. It is contended that the evidence against multiple-choice tests is not nearly as strong as has been claimed. It is not clear whether authentic measurements are always better. Substantially more research into the strengths and weaknesses of various item formats for meeting particular measurement needs should be conducted. A 49-item list of references is included. (Author/TJH)

ED 334 266 TM 016 892

Kochan, Susan; Teddlie, Charles
Statewide Evaluation of Eleven Special Education University Grants.
PUB DATE - Apr 91
NOTE - 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS - Data Collection; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; *Grants; Higher Education; *Program Evaluation; *Research Methodology; *Special Education; State Aid; *State Programs; State Universities; Summative Evaluation
IDENTIFIERS - *Louisiana

An evaluation of 11 university grants funded by the Louisiana Department of Education's Office of Special Education Services (OSES) during the 1989-90 academic year is presented. The

NOTE - 68p.; Contains both French and English text.
LANGUAGE - English; French
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Reference Materials - Bibliographies (131)
DESCRIPTORS - American Indians; Annotated Bibliographies; *Cultural Interrelationships; Cultural Pluralism; Ethnic Bias; *Ethnic Groups; *Ethnicity; *Ethnic Relations; *Ethnic Stereotypes; Foreign Countries; Immigrants; Mass Media; *Mass Media Effects; Racial Bias; Racial Relations; Sex Bias
IDENTIFIERS - *Canada

This bibliography lists 135 publications dealing with the portrayal and employment of Canadians of all ethnic backgrounds in mainstream Canadian media. A broad definition of mass media encompassing all widely distributed communicative materials, including educational textbooks and forms of hate material, is used for the purposes of the bibliography. Materials that deal with ethnic or community media and with the mainstream media images of foreign groups of people are not presented. The bibliography includes a wide range of relevant media research, content analyses, conference proceedings, task force reports, speeches, legislation, industry codes, and depiction guides. Of the 135 entries, which are arranged alphabetically by personal or corporate author, 76 are annotated. The annotations generally use the terminology that appears in the respective textual materials in order to maintain the integrity of the authors' discursive intent. Among subjects covered in the cited works are the following: (1) children and prejudice; (2) broadcast industry role and responsibilities; (3) ethnic images and stereotypes propagated through media; (4) advertising codes and standards; (5) sex role stereotypes in the media; (6) media responses to cultural and racial diversity; (7) media depiction of immigration and immigrants; (8) media images of native Americans; (9) textbook bias; and (10) the representation of visible minorities in the media. (Author/AF)

ED 334 285   UD 027 946

Testimony on Segregation and Housing Discrimination in the Hispanic Community, before Subcommittee on Housing and Community Development, Committee on Banking, Finance, and Urban Affairs, United States House of Representatives.
National Council of La Raza, Washington, DC. Office of Research Advocacy and Legislation.
PUB DATE - 4 Feb 88
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS - Civil Rights; *Ethnic Bias; *Ethnic Discrimination; Government Role; Hearings; *Hispanic Americans; *Housing Deficiencies; *Housing Discrimination; *Housing Needs; Public Policy; School Segregation
IDENTIFIERS - Congress 100th; *Fair Housing Laws

In this testimony before the House Subcommittee on Housing and Community Development, the Director of Policy Analysis for the National Council of La Raza discusses the segregation and housing discrimination faced by Hispanic Americans. He contends that housing conditions for much of the Hispanic community are inadequate, due largely to low income and family size. Findings are presented on housing discrimination affecting Hispanics in Dallas (Texas), Denver (Colorado), Boston (Massachusetts), and other urban areas. Residential and school segregation for Hispanic Americans is indicated to have increased steadily in recent years. It is argued that increasing the effectiveness of fair housing

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Case Studies; Course Descriptions; *Cultural Awareness; *Cultural Differences; *Curriculum Development; Elementary Secondary Education; Higher Education; *Multicultural Education; *Teacher Education
IDENTIFIERS - *State University of New York Coll at Fredonia

"Multicultural Education: Teaching and Learning with Culturally Diverse Students" is a new course that is part of the teacher education program at the State of New York College at Fredonia. The course is designed to fulfill New York State teacher certification requirements in multicultural education. Objectives are designed around the following key curriculum issues: (1) maintain balance between the issues and concerns of American mainstream culture and those of minority groups; (2) introduce the principles of multicultural education and develop an understanding of the pedagogy used with minority group students; and (3) integrate theory and practice. Instructional concerns focused on the integration of diverse components to attain the course objectives, and the development of classroom activities, assignments, and projects that reflected real-world conditions. In spite of positive student evaluations and excellent student performance, evaluation indicated that too much material had been included to be satisfactorally covered in one semester. A second semester should be added to give students the opportunity to develop skills through immersion in culturally diverse settings. The following materials are appended: (1) a four-item bibliography; (2) a description of the teacher education program; (3) a course syllabus, including a 33-item bibliography and calendar; (4) an advance organizer for the first unit on the need to study multicultural education; (5) two examinations; and (6) guidelines for a school visit. (FMW)

ED 336 304 UD 028 114

Walker, Elaine M.
Changing Self-Esteem: The Impact of Self-Esteem Changes on At-Risk Students Achievement.
Newark Board of Education, NJ. Office of Research, Evaluation and Testing.
PUB DATE - 91
NOTE - 49p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - Academic Achievement; *Achievement Gains; *Age Differences; Elementary Education; *High Risk Students; *Minority Group Children; Program Evaluation; *Self Esteem; *Sex Differences; Urban Schools
IDENTIFIERS - *Newark School System NJ

Participants in a program to raise the academic achievement of at-risk elementary school students in the Newark (New Jersey) School District by raising their self-esteem showed both increased self-esteem and achievement gains. The program included individual and group counseling sessions, parent participation, and the use of the Toward Affective Development (TAD) system and the Pumsey series. Two hundred seventy at-risk students were randomly assigned to a treatment group and 165 were assigned to a control group that received no treatment. More than three-fourths of the students in both groups were Black, while the remainder were of Hispanic or Portuguese backgrounds. The groups were compared using the following pre- and posttest measures: (1) the Coopersmith Self

Local Issues; Local Legislation; *Political Attitudes; Political Campaigns; *Political Issues; Preschool Education; Urban Areas
IDENTIFIERS - *California (Fremont); *Proposed Legislation

The 1989 defeat by voters in Fremont (California) of the nation's first measure to fund child care services at the local level provides valuable lessons for generating public support for child care services. Information was gathered from interviews with 23 city policymakers and administrators, from campaign materials, and from participant observation at related public meetings. Fremont is a new city, created in 1956, whose most frequently cited weakness is a lack of identity. Like most Americans, the voters of Fremont did not believe that they were responsible for the care of other people's children. The following issues raised by the child care campaign are discussed: (1) why senior citizens should pay for a program to benefit children; (2) how the measure helped stay-at-home mothers; (3) what benefits the entire community received from child care; (4) how opposition to the measure reflected attitudes toward family values and the use of vouchers; (5) how political factors prevented endorsement by community groups; and (6) how financial contributions reflected the limited range of the campaign. The following lessons are discussed: (1) conduct an attitude survey before placing a measure on the ballot; (2) win voter support by emphasizing the external benefits of the services; (3) consider senior citizen perspectives; (4) manage the campaign effectively; and (5) build coalitions of community support. A list of 30 references is appended. (FMW)

ED 334 323   UD 028 142

Walker, Wendy D.
Barriers for Teenage Refugee Women's Education in the United States: A Comparison of Hmong and Mien Hilltribe Women.
PUB DATE - 5 Apr 91
NOTE - 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Adolescents; *Asian Americans; Case Studies; Cross Cultural Studies; *Cultural Differences; Cultural Influences; *Educational Needs; *Females; Hmong People; *Laotians; North American Culture; Refugees; Secondary Education
IDENTIFIERS - Mien People

The concept of adolescence as a period during which certain kinds of behavior are to be expected has become institutionalized in the American education system; acceptance of this "rite of passage" creates barriers for adolescent female refugees from the Hmong and Mien hilltribes of Laos, whose cultures do not include the concept of adolescence. Adolescence is a middle-class American concept describing young people who are no longer children but who do not work. Attending school is the adolescent's primary social task, and American educators have constructed barriers against early parenthood, early marriage, and dropping out. However, Hmong and Mien tribal cultures require females to marry as soon as possible, raise children, and work in the home. Case studies of two refugee adolescent women, one Hmong and one Mien, illustrate the following cultural differences and their implications: (1) schooling for females, central to American adolescence, does not exist in either culture, promoting fade out behavior among refugee females torn between school and family obligations; (2) group identity and kinship structures eliminate any sense of independence or "self," strong characteristics of American adolescents; (3) survival is a cultural priority reflected in early marriage and large families, and (10) language as an expression of the individual's relationship to himself and the outer world. Each booklet includes a bibliography and appendixes. Four maps, one chart, and three illustrations are also included. (FMW)

ED 334 342 UD 028 205

Chhim, Sun-Him
Introduction to Cambodian Culture.
San Diego State Univ., CA. Multifunctional Resource Center.
SPONS. AGENCY - California State Dept. of Education, Sacramento.
PUB DATE - 87
NOTE - 70p.; For a related document, see UD 028 204.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Historical Materials (060)
DESCRIPTORS - Asian History; *Cambodians; *Cultural Background; *Cultural Context; *Cultural Traits; *Educational Background; Elementary Secondary Education; Ethnology; Foreign Countries; Geography; Values
IDENTIFIERS - Cambodia; *Cambodian Culture

This booklet about the cultural background of Cambodia is one of three booklets that serve as a foundation for understanding the cultural diversity and values of Cambodian, Laotian, and Vietnamese students. Cambodia, or Kampuchea, has a population of about 7,000,000 and is located in mainland Southeast Asia. Its history is divided into the following periods: (1) pre-9th century; (2) the Angkor period; (3) the decline; (4) the French control; (5) post-World War II; and (6) the Khmer Rouge era. The value system is a mixture of Khmer, Indian, and French traditions, influenced by Brahmanism and Theravada Buddhism. The extended family is the basic unit of society. The official language is "Khmer." Traditional educational methods rely on memorization, but the formal school system was destroyed during the Communist invasion of 1975. Theravada Buddhism is the official religion. Khmer art is derived from Indian culture. Khmer literature is the oldest among the Southeast Asian countries. Traditional dance drama, based on mythological and religious themes, is preserved by the University of Fine Arts. Crafts include working silver and gold, carving ebony and stone, and making silk. Weddings and funerals are the most important and elaborate ceremonies. New Year, the most popular of many holidays and festivals, is a three-day celebration. Descriptions of six games played by both adults and children, a brief example of leisure reading, one map, and three illustrations are included. An explanation of the Cambodian calendar and a 32-item bibliography are appended. (FMW)

ED 334 343 UD 028 206

Luangpraseut, Khamchong
Laos Culturally Speaking.
San Diego State Univ., CA. Multifunctional Resource Center.
SPONS. AGENCY - California State Dept. of Education, Sacramento.
PUB DATE - 87
NOTE - 65p.; For a related document, see UD 028 204.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Historical Materials (060)
DESCRIPTORS - Asian History; *Cultural Background; *Cultural Context; *Cultural Traits; *Educational Background; Elementary Secondary Education; Ethnology; Foreign Countries; Geography; *Individual Differences; *Laotians; Political Influences; Values

in their official texts for schools. On the other hand, active work on this topic has begun in several countries, so it is now possible to talk about an increasing official recognition and legalization of peace education. It is often seen as a controversial topic, and the lack of research-based knowledge is quite marked. There seems to be a need to spell out more concretely the various educational goals of peace education in order to clarify agreements and disagreements. (Author/DB)

ED 334 144 SO 030 290

Bjerstedt, Ake, Ed.
Perspectives on Peace Education: Interviews with Experts from Fourteen Countries. Educational Information and Debate, 89.
Lund Univ. (Sweden). Malmo School of Education.
PUB DATE - 90
NOTE - 204p.; For a related document, see SO 030 289.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE - Collected Works - General (020), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Elementary Secondary Education; Foreign Countries; International Education; *International Educational Exchange; International Relations; Interviews; *Peace; *Role of Education; *War; World Affairs; Youth
IDENTIFIERS - *Peace Education

The project group, Preparedness for Peace, at the Malmo School of Education in Sweden studies ways of helping children and young people deal constructively with questions of peace and war. As part of this work, the project collects viewpoints on the role of schools in pursuit of "peace preparedness." A number of experts with special interest and competence in areas related to peace education are interviewed. This book presents conversations with 14 individuals, representing 14 different countries and a variety of professional backgrounds. (Author)

ED 334 145 SO 030 348

Reide, Jerome L.
Multicultural Education Resource Guide: African Americans, Asian Americans, Hispanic Americans, and Native Americans.
Michigan State Board of Education, Lansing.
PUB DATE - 90
NOTE - 164p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE - Collected Works - General (020), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *American Indians; Annotated Bibliographies; *Asian Americans; *Blacks; Cultural Pluralism; *Educational Resources; Elementary Secondary Education; *Hispanic Americans; Minority Groups; *Multicultural Education; Social Studies; United States History

A resource guide is presented that is designed to broaden and deepen K-12 educators' understanding of four major racial, ethnic, and cultural groups. For each of the four groups, African Americans, Asian Americans, Hispanic Americans, and Native Americans, a background essay on the history of that group in the United States is included as well as an annotated bibliography listing suggested resources. An appendix contains resources recommended for planning workshops about each of the four groups. (DB) decision-making. In this process, the teacher is portrayed as decision-maker rather than decision implementer. Another area of concern for preservice teachers lies in the tension existing in a pluralistic and diverse democracy. The University of Dayton places a high value on the worth and dignity of individuals and since this belief undergirds the education program, students learn to grapple with diversity and pluralism from the perspective of human dignity. Another process element in the Dayton theme is the portfolio, a mechanism used by students to think through the connectedness of ideas. Students engage in activities and construct meaning based upon their own emerging understanding of the personal and professional dimensions of teaching in order to develop schemata and materials consistent with institutional themes. (LL)

ED 334 166 SP 033 139

Ryan, Patricia M.; Spangler, Shirley
Restructuring Teacher Education for Career Switchers.
PUB DATE - Feb 91
NOTE - 12p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - *Alternative Teacher Certification; *Career Change; *Education Courses; Elementary Secondary Education; Higher Education; *Masters Programs; Nontraditional Students; Preservice Teacher Education; *Teacher Education Curriculum
IDENTIFIERS - *Otterbein College OH

This paper describes an Otterbein College (Ohio) master's degree program which is designed to provide an alternative route to teacher certification for individuals who have earned a baccalaureate degree and have later decided to become teachers. Three features make this program unique: (1) with the exception of the full-time, 16-week teaching internship, it is a part-time program designed to accommodate the working adult; (2) the liberal arts theme is the focus of the curriculum; and (3) course content is creatively matched with field and clinical experiences. A brief description is given of each of the nine required courses. The clinical component of each course is outlined. (IAH)

ED 334 167 SP 033 141

Prawat, Richard S.
Conversations with Self and Conversations with Setting: A Framework for Thinking about Teacher Empowerment. Elementary Subjects Center Series No. 36.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY - Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE - Apr 91
NOTE - 34p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - *Context Effect; *Educational Environment; *Educational Theories; Elementary Education; *Epistemology; Politics of Education; Professional Autonomy; Teachers
IDENTIFIERS - *Teacher Empowerment

A framework for thinking about teacher empowerment is presented. Two important dimensions are used as a basis for highlighting some of minority teachers in the short- mid- and longterm. Section 2 identifies several themes that describe how the minority issue is dealt with in a state or institution; the values that guide the programs; the people; the power; the elementary and secondary environment; the institutional environment; and policies and programs. Section 3 offers policy recommendations to state college, university, school, and school district leaders. The 88-page Technical Report volume contains each state's contributed information with respect to: (1) minority students' plans to go on to postsecondary education; and (2) the numbers of students who enter teacher training programs, persist through to graduation, seek employment in the teaching profession, are hired upon certification, and stay with teaching as a career. The Technical Report includes: an overview of strategies a state could use to alleviate its shortage of minority teachers; 70 statistical tables; and a state-by-state analysis of demographics, performance, and participation by minority students, and career preferences. Interviews were conducted with a range of persons in the same role groups in each state's higher education institutions, department of education, local districts, and local schools. (LL)

ED 334 187   SP 033 181

Peterson, Margaret B.
Basic Skills for Professionalization: Preparing Teachers for
  Alternative Job Roles.
PUB DATE - 90
NOTE - 56p.; Ed.D. Practicum, Nova University.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Dissertations/Theses - Practicum Papers (043), Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Career Development; Evaluation Utilization; *Inservice
  Teacher Education; Intermediate Grades; Junior High Schools;
  *Knowledge Level; Middle Schools; *Participative Decision Making;
  Practicum Papers; *Public School Teachers; *School Based
  Management; *Staff Development; Task Analysis; Time Management

This practicum was implemented to assist teachers who were investigating the possibility of participation in school-based management shared decision-making initiatives at a local school level. The particular focus was to assist the teachers to make decisions based on knowledge and to supply information about the appropriate manipulation of time and tasks. An inservice activity was designed to identify the needs of the participants and respond to them in large and small groups as well as in individual sessions. An assessment instrument was used to determine the participants' perceptions of their information base. The 10-session inservice activity included topics such as national initiatives for professionalization of teaching, self assessment, stages of teacher development, preparation of a career life plan, and the organization of time and tasks. The inservice activity was evaluated using both written and oral questions. The participants indicated through their responses that the workshop sessions were valuable for each on an individual basis when making career choices. The suggestion was made that this information should be included in the inservice activities required for first year teachers. Evaluation instruments are appended. (Author/LLL)

ED 334 188   SP 033 182

Grossman, Herbert
Classroom/Behavior Management Skills Assessment Inventory.
PUB DATE - 91

opportunity, expectations, and peer support). The Assistive Technology Device Predisposition Assessment and the Educational Technology Predisposition Assessment were developed as a result of these interviews. Three tables and two graphs illustrate the discussion. An appendix contains the interview schedule and a sample profile. (SLD)

ED 334 207 TM 016 610

Thayer, Jerome D.
Use of Observed, True, and Scale Variability in Combining Students' Scores in Grading.
PUB DATE - Apr 91
NOTE - 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 4-6, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Academic Achievement; Elementary Secondary Education; *Grading; Mathematical Models; Scaling; *Scoring; Test Results; *Weighted Scores
IDENTIFIERS - *Composite Scores; *Variability

Combining student scores to form subtotals and finally a total score to determine a grade is discussed. The composite score reached by combining measures or subtotals is only valid when the scores are combined so that the actual weight of each measure or subtotal in the total score is the same as the intended weight. Three types of variability should be considered in combining scores: (1) variability of true achievement (true variability); (2) variability that would exist if all possible levels of achievement had been measured (scale variability); and (3) variability of the observed scores (observed variability). Weighting procedures are summarized for teachers who want to use standard or converted scores and for those who want a simple weighting scheme or no weighting scheme. It is suggested that true variability and scale variability should be considered in addition to observed variability in weighting scores. If differences in true achievement cannot be ignored, one of the following options should be used: using a common scale for each measure; modifying possible points; and modifying scoring procedures. Sixteen tables provide illustrative examples. (SLD)

ED 334 208 TM 016 611

Thayer, Jerome D.
Interpretation of Standardized Regression Coefficients in Multiple Regression.
PUB DATE - Apr 91
NOTE - 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Comparative Analysis; *Correlation; *Equations (Mathematics); Mathematical Models; *Multiple Regression Analysis; *Predictor Variables; *Test Interpretation
IDENTIFIERS - *Prediction Equation; *Standardized Regression Coefficients

The extent to which standardized regression coefficients (beta values) can be used to determine the importance of a variable in an equation was explored. The beta value and the part correlation

LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches,
Conference Papers, "Papers Presented at..." (150), Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Bilingual Teachers; *College Students; *Data
Collection; *Educational Assessment; *Field Tests; French; Higher
Education; Language Tests; Licensing Examinations (Professions);
*Performance; Qualitative Research; Second Language Learning;
Spanish; Standardized Tests; Teacher Certification; *Test
Construction
IDENTIFIERS - Texas Oral Proficiency Test

One aspect of the development of a performance assessment is addressed--the field testing of the tasks. In a performance-based assessment, the tasks must allow each examinee a fair and equal opportunity to give the best possible demonstration of his or her ability, and must elicit a performance sample that enables scorers to evaluate each examinee adequately. A method of field testing is proposed that collects information via two supplemental instruments administered during the field test: (1) one completed by examinees; and (2) one completed by the field test raters. Each instrument produces quantitative data via machine-readable response forms and qualitative data via written comments. The method is illustrated by field testing four parallel forms in French and Spanish of the Texas Oral Proficiency Test, a performance-based assessment for certification of Spanish, French, and bilingual education teachers in Texas. The field test involved 160 examinees and eight raters. The use of the two instruments during field testing allows both examinees and raters to identify poorly functioning items on a performance-based assessment. This method, which encourages examinees and raters to provide focused written feedback, enables both to be involved in test development and improvement. Three tables present data, and an appendix provides the supplemental data collection forms. (SLD)

ED 334 227 TM 016 726

McKnight, Curtis C.; Fisher, Mark A.
Features of Knowledge Representations for Data Presented Graphically
in Populations with Diverse Mathematical Experience.
PUB DATE - 90
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Cognitive Processes; *College Students; Comparative
Analysis; Concept Formation; *Experience; *Graphs; Higher
Education; Knowledge Level; *Mathematics; Memory; Perception;
Statistics; Student Attitudes
IDENTIFIERS - *Knowledge Representation; *Mental Models

Knowledge representations and mental models from graphically presented information were investigated for 118 college students with different levels of mathematics experience. The subjects were drawn from a remedial algebra course (n=55), a second semester calculus course (n=35), and a calculus-based statistics course (n=28); they were all exposed to 40 graphical stimuli of bar graph variations. Subjects were asked to judge the typicality and readability of each stimulus. To judge these qualities, subjects required a working model of graph comprehension and a model of concept formation and structure. Results confirm that both memory processes and perceptual processes affect the views of subjects concerning how easy or hard each graph was to read and understand. Individuals of different mathematics experience had different views of the typicality of bar graph stimuli, with increasing consensus that the intraclass correlation coefficient (ICC) provides the best means for establishing reliability for quantitative observation data. Three basic ICC models are discussed: (1) one-way analysis of variance; (2) two-way random effects; and (3) a two-way mixed model. The use of ICC methods is discussed, and computer softwares for ICC analyses are described. Four tables illustrate the discussion, and a 26-item list of references is included. (SLD)

ED 334 246 TM 016 798

Watkins, Karen E.
Validity in Action Research.
PUB DATE - Apr 91
NOTE - 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS - *Action Research; *Evaluation Criteria; Evaluation Methods; *Naturalistic Observation; *Research Methodology; Social Science Research; *Theory Practice Relationship; *Validity
IDENTIFIERS - Validation Verification and Testing Techniques

Emerging criteria are reported for judging the trustworthiness of action research studies as compared to the criteria established for judging the trustworthiness of other forms of naturalistic inquiry set forth by Y. S. Lincoln and E. Guba (1985). Differing conceptions of the nature of action research are delineated, and their accompanying implications for validity in action research are noted. Action science forms the theoretical basis for establishing these criteria for determining trustworthiness in action research. Additional validity criteria and issues for action research are offered via discussions of two studies: (1) a 1952 study by K. Lewin concerning eating habits; and (2) a study by K. Watkins concerning supervisor empowerment in a large company. Gaps between the theory and practice of validating action research projects point to the need to clarify and emphasize the significant role of teaching/learning and interpersonal competence in producing valid, potentially generalizable, results in action research. Three figures and one table illustrate the discussion. A 52-item list of references is included. (Author/SLD)

ED 334 247 TM 016 808

Lunenburg, Fred C.
The 16PF as a Predictor of Principal Performance: An Integration of Quantitative and Qualitative Research Methods.
PUB DATE - Apr 90
NOTE - 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS - Case Studies; Elementary Secondary Education; *Instructional Leadership; *Performance; *Personality Traits; *Predictor Variables; *Principals; Qualitative Research; Regression (Statistics); School Administration; *Time Management
IDENTIFIERS - Performance Based Evaluation; *Sixteen Personality Factor Questionnaire

The relationship between a broad set of personality factors and principals' performance was studied using the Sixteen Personality Factor Questionnaire (16PF). How high and low performing methodology used was based on an evaluation format adopted by the Louisiana Board of Elementary and Secondary Education for evaluating Louisiana Education Quality Support Fund projects. The evaluation process included the following steps: (1) analysis of grant applications; (2) development of interview protocols; (3) site visits; (4) completion of Project Objective Management Forms (POMFs); (5) collection and analysis of Mid-Year Reports (MYRs) from project directors; (6) completion of Project Summary Evaluation Forms based on information from the POMFs and MYRs; and (7) production of narrative summaries for all projects. This paper includes summaries of the formative and summative evaluations as well as a critique of the overall OSES process for monitoring and evaluating these projects. Results from the summative evaluation were generally positive, although there was considerable variance across programs and categories. Six areas of weakness were uncovered through the formative evaluation, and recommendations were provided in these areas. (Author/TJH)

ED 334 267   TM 016 899

Lanese, James F.
Test Familiarity: Evidence of "Practice Effects"?
PUB DATE - Apr 91
NOTE - 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Cohort Analysis; Comparative Testing; *Elementary School Students; *Equated Scores; Grade 4; Grade 6; Grade 8; Intermediate Grades; Junior High Schools; *Reading Tests; School Districts; *Standardized Tests; Testing Problems; Testing Programs; *Test Wiseness
IDENTIFIERS - *California Achievement Tests; Cleveland Public Schools OH; *Parallel Test Forms

A study involving all students taking the California Achievement Test (CAT) in the Cleveland City School District (Ohio) during the fall of 1989 was conducted to assess the effects of the use of parallel test forms. Each spring, all students in grades 4, 6, and 8 are selected to take the appropriate level of the CAT reading test, Form E. As a result, the question of test familiarity was raised. To address this question, Form F of the CAT battery was selected for administration in the fall of 1989. The sample population included 4,362 fourth, 3,768 sixth, and 2,770 eighth graders. Data from each annual testing from the spring of 1986 through the spring of 1989 were compared with the fall 1989 data. Normal curve equivalent reading scores were used to identify differences between CAT-E and CAT-F scores. To determine whether scores differed significantly for the CAT-E versus the CAT-F, a regression discontinuity design was used to investigate the trends in reading achievement evident for each cohort. Results refute the notion that repeated use of the same form of the test improves scores through "practice effects." The alternative form of the test used during the same academic year provided comparable, or higher, reading achievement levels when used for the first time in the school district. Six figures and one table are included. (TJH)

ED 334 268   TM 016 930

Nelson, Wayne A.; Orey, Michael A.
Reconceptualizing the Instructional Design Process: Lessons Learned from Cognitive Science.
PUB DATE - Apr 91

laws in protecting the rights of Hispanics requires two major policy initiatives. First, the laws must be strengthened to provide expanded coverage of the handicapped and families with children and the establishment of more effective enforcement mechanisms to resolve complaints. Timely passage of the Fair Housing Amendments Act is urged. Second, implementation of the Fair Housing Initiatives Program (FHIP) is recommended with provisos to support systematic study of discrimination against Hispanics, funding for Hispanic groups interested in fair housing activities, and availability of bilingual materials and personnel to inform the Latino community about equal housing opportunities and complaint procedures. (AF)

ED 334 286   UD 027 971

Coordination of Chapter 1 and Regular Programs.
Advanced Technology, Inc., Indianapolis, IN.; Chapter 1 Technical
  Assistance Center, Indianapolis, IN. Region B.
SPONS. AGENCY - Office of Elementary and Secondary Education (ED),
  Washington, DC. Compensatory Education Programs.
PUB DATE - 90
NOTE - 19p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) -
  Non-Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Curriculum Development; Elementary Secondary
  Education; Federal Legislation; *Instructional Improvement;
  Leadership Responsibility; Parent School Relationship; *Program
  Improvement; Student Centered Curriculum; Student Placement;
  Transitional Programs
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1;
  *Hawkins Stafford Act 1988

This resource guide is to be used in coordination with a 15-minute video program and contains related activities designed to assist Chapter 1 programs in coordinating instructional services to students so that all Chapter 1 students will be able to achieve success in the program. The emphasis on coordinated instruction is a result of the new Chapter 1 law, which states for the first time that success in the regular program is a major goal. Prior to the new law of 1988, many Chapter 1 programs focused on the traditional goals of Title 1/Chapter 1--to help students master basic skills and reach grade level. It was believed that if students performed poorly in regular classrooms, they needed a different curriculum. Under the new regulations, all Chapter 1 programs ar required to provide services that will directly help students succeed in the regular classroom. This resource guide and video focus on reading because most Chapter 1 programs include reading instruction. Handouts are provided that guide discussion on the following topics: (1) defining success in the regular program; (2) advantages and disadvantages of pullout and in-class settings; (3) focusing on a common curriculum; (4) advantages and disadvantages of readiness, reinforcement, and other approaches; and (5) communication between Chapter 1 and classroom staff. (EVL)

ED 334 287   UD 027 972

Schoolwide Projects Considerations.
Advanced Technology, Inc., Indianapolis, IN.; Chapter 1 Technical
  Assistance Center, Indianapolis, IN. Region B.
SPONS. AGENCY - Office of Elementary and Secondary Education (ED),
  Washington, DC. Compensatory Education Programs.
PUB DATE - May 89

Esteem Inventory; (2) attendance; (3) the California Test of Basic Skills (CTBS); (4) parent participation; and (5) participation in counseling sessions. The following highlights are discussed: (1) social experiences with peers seemed to have more of an effect on self-esteem than either home or school experiences; (2) academic self-concept was significantly associated with classroom performance for Blacks and males; (3) while the program did have a significant impact on raising overall self-esteem, it did not have a significant impact on academic self-concept; and (4) the high absence rates of older students indicate the need for longer, more intensive intervention with this group. Statistical data are presented in 12 tables. A list of 32 references is appended. (FMW)

ED 334 305   UD 028 116

Hau, Kit-Tai; Salili, Farideh
Inferences of Academic Performance among Chinese Students: Integration of Ability and Effort Information.
PUB DATE - Apr 91
NOTE - 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991). Research supported by a grant from the Shaw College of the Chinese University of Hong Kong.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150))
DESCRIPTORS - Academic Ability; *Academic Aptitude; *Chinese; *Cultural Differences; Elementary Secondary Education; Foreign Countries; Higher Education; Indians; Information Processing; North Americans; *Student Attitudes; *Study Skills; Teacher Attitudes; Urban Schools
IDENTIFIERS - *Hong Kong; *Information Integration

This study examines the rules used by Chinese students to integrate information, and examines the perceived importance of academic ability, effort, and study skills to students and teachers. Information integration theory indicates that individuals use simple algebraic rules (averaging, adding, or multiplying) to integrate information. Cultural background appears to strongly influence the rules used. Six hundred nine Chinese elementary, secondary, and university students, and 102 teachers were asked to predict the academic achievement of hypothetical students using information on academic ability, effort, and study skills. The following findings are presented: (1) younger students used an averaging rule; (2) older students used an adding rule; (3) a multiplying rule was not used at any level; (4) study skills were perceived to be most important by students in grades 3 and 4; (5) effort was perceived to be as important as study skills by intermediate and junior high school students; and (6) ability, effort, and study skills were perceived to be equally important by senior high school students and university students and teachers. The use of the information integration rules by Chinese, American, and Indian students is discussed. A list of 23 references and four tables of statistical data are appended. (FMW)

ED 334 306   UD 028 117

Hau, Kit-Tai; Salili, Farideh
Informational Value of Teachers' Evaluative Behavior on Perceived Ability and Effort among Chinese Students.
PUB DATE - Apr 91
NOTE - 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English

both regarded as socially deviant in American adolescents; (4) females have no right to challenge male authority or to develop self-esteem, one of the primary tasks of American adolescents. Day care, flexible scheduling, and innovative programs would help these young wives and mothers complete secondary education. A list of eight references is appended. (FMW)

ED 334 324 UD 028 163

Meyer, Luanna H.; And Others
Identifying At-Risk Status and Preventing School DropOut.
PUB DATE - 91
NOTE - 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Attitude Measures; *Dropout Characteristics; *High Risk Students; Junior High Schools; Middle Schools; *Predictive Validity; *School Involvement; Self Evaluation (Individuals); Student Attitudes; *Test Validity; Urban Schools
IDENTIFIERS - *Syracuse City Schools NY

This report describes the methodology and findings of the validation of a user-friendly, early predictor measure to identify at-risk students among Syracuse (New York) middle school students. The School Self-Rating (SSR) is designed to assess various dimensions of student attitudes that have been linked to at-risk status and that provide an assessment of school involvement from the students' perspective. The SSR is a 30-question survey that asks students to rate their agreement or disagreement with specific statements regarding their attitudes and abilities on a Likert-like scale. Earlier versions of the SSR significantly predicted at-risk status independent of a standardized achievement test. This study compares at-risk and not-at-risk students using the SSR, the Iowa Test of Basic Skills (ITBS), student achievement and attendance, and classroom participation. A representative sample of 803 students took the SSR in October 1990. The following findings are presented: (1) the total SSR score was a significant predictor of at-risk status; (2) overall, the SSR shows high internal consistency as measured by Cronbach's alpha; and (3) students appeared interested in the SSR and did not resist completing the survey. A list of 11 references and 2 tables of statistical data are appended. (FMW)

ED 334 325 UD 028 165

Green, Sam
Career Awareness and Resource Education Program for Hispanic Bilingual High School Students (Project Care). 1989-90 Final Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE - Aug 90
NOTE - 18p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Bilingual Education Programs; *Career Awareness; Compensatory Education; English (Second Language); Federal Programs; High Schools; *High School Students; *Hispanic Americans; Limited English Speaking; *Professional Development; Program Evaluation; Urban Schools
IDENTIFIERS - *Elementary Secondary Education Act Title VII;

IDENTIFIERS - Laos; *Laotian Culture
This booklet about the cultural background of Laos is one of three booklets that serve as a foundation for understanding the cultural diversity and values of Cambodian, Laotian, and Vietnamese students. Laos is a country of great cultural and ethnic diversity. The following political and economic factors have influenced the development of modern Laos: (1) Laos is the only landlocked Southeast Asian country; (2) the economy is based on primitive agriculture; (3) the population is centered in small, scattered villages, always near a river; and (4) the country is a "buffer state" between neighboring countries and has suffered from constant warfare. Brahmanism, spirit worship, and Buddhism have influenced the Lao conception of the universe. Human beings are perceived as a complex mixture of animal and spiritual natures. Laotians believe in a reincarnational cycle in which the present life is regarded as one life among many. Celebrations and ceremonies are related to the life stages of child, adolescent, adult, and parent. The elementary and secondary secular school system is based on the French system, but most Laotians prefer the Buddhist temple schools, which emphasize spiritual development. Most literature is presented orally. Due to geographic and religious limitations, the Lao people know little about life beyond their immediate villages. Descriptions of four major holidays, one chart, and one map are included. A 32-item bibliography is appended. (FMW)

ED 334 344   UD 028 207

Te, Huynh Dinh
Introduction to Vietnamese Culture.
San Diego State Univ., CA. Multifunctional Resource Center.
SPONS. AGENCY - California State Dept. of Education, Sacramento.
PUB DATE - 87
NOTE - 93p.; For a related document, see UD 028 206.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Historical Materials (060)
DESCRIPTORS - Asian History; *Cultural Background; *Cultural Context; *Cultural Traits; *Educational Background; Elementary Secondary Education; Ethnology; Foreign Countries; Geography; *Individual Differences; Values; *Vietnamese People
IDENTIFIERS - *Vietnamese Culture
This booklet about the cultural background of Vietnam is one of three booklets that serve as a foundation for understanding the cultural diversity and values of Cambodian, Laotian, and Vietnamese students. Vietnam is located on the eastern coast of the Indochinese peninsula and has a population of 56 million. Its history is divided into the following periods: (1) Prehistoric; (2) Chinese domination; (3) the Era of Independence; and (4) French domination. The Vietnamese focuses his concerns on the family and maintaining inner harmony. A Vietnamese is always addressed by his given name and referred to by his full name, but never by his family name alone. Family structure is complex and roles and relationships are clearly defined. Family and social relationships are based on mutual respect. The Vietnamese language is composed of three different dialects. Prior to French conquest, Vietnam was a monarchy. Since 1954, there has been constant political conflict between communist and republican interests. The economy is essentially agricultural. The Vietnamese relates to nature on an emotional level. His value system is based on allegiance to family, yearning for a good name, love of learning, and respect for others. The highly centralized elementary, secondary, and higher education system has focused on political

ED 334 146 SO 030 349

Prospects and Tasks of Educational Development in Europe at the Dawn of a New Millennium. Conference of Ministers of Education of Member States of the Europe Region (4th, Paris, France, 21-27 September 1988).
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE - 8 Aug 88
NOTE - 38p.; For a related document, see SO 030 350.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Reports - General (140), Collected Works - Proceedings (021)
DESCRIPTORS - *Educational Development; Educational Innovation; Educational Policy; Educational Technology; *Educational Trends; Foreign Countries; Information Technology; International Cooperation; *International Education; International Educational Exchange; International Organizations
IDENTIFIERS - *European Community

Participants at the fourth conference of Ministers of Education of Member States of the Europe region (MINEDEUROPE IV) received this document prior to the conference. It was designed to provide the participants with information and matters for reflection that might serve as a starting point for their deliberations and help them to formulate conclusions and recommendations. The document was not meant to provide a comprehensive examination of developments in the European region; it merely set out to draw attention to certain trends connected with the items of the provisional agenda. There are four sections to the document: (1) some trends in the development of education in Europe since the third conference of Ministers; (2) the humanistic, cultural, and international dimensions of education; (3) the impact of the new information technologies on education systems; and (4) priorities and modalities for regional and international co-operation in the field of education. (DB)

ED 334 147 SO 030 350

Conference of Ministers of Education of Member States of the Europe Region (4th, Paris, France, 21-27, September, 1988). Final Report.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE - Feb 89
NOTE - 99p.; For a related document, see SO 030 349.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Collected Works - Proceedings (021)
DESCRIPTORS - *Educational Development; Educational Innovation; Educational Policy; Educational Technology; *Educational Trends; Foreign Countries; Information Technology; *International Cooperation; *International Education; International Educational Exchange; International Organizations
IDENTIFIERS - *European Community

The tasks of this conference were to consider the prospects and tasks of educational development in Europe at the dawn of a new millennium, particularly in respect to: (1) the humanistic, cultural, and international dimensions of education in view of strengthening the foundations for international understanding, cooperation, and peace and the protection of human rights, as well as for preserving and enriching European cultures; and (2) the impact of the new information and communication technologies on important similarities and differences emerging in the literature on empowerment. The first dimension relates to the context in which the process occurs. Some educators highlight the importance of the personal context (i.e., conversations with self), while others assume more of an outward perspective in their thinking about empowerment (i.e., conversations with settings). The second important dimension relates to the focus or agenda of the conversations. Here, a distinction is made between agendas that are more epistemological in nature and those that are more political. An illustration is provided of how this framework can be used to understand better the dynamics involved in collaborative work with teachers. Fifty-seven references are listed. (Author/IAH)

ED 334 168 SP 033 142

Coming to Terms: Teachers' Views on Current Issues in Education. The Metropolitan Life Survey of the American Teacher, 1991. Selected Findings from a New National Poll Conducted by Louis Harris and Associates.
Harris (Louis) and Associates, Inc., New York, N.Y.
SPONS. AGENCY - Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE - 91
NOTE - 7p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Class Size; *Educational Finance; Elementary Secondary Education; National Surveys; *Public School Teachers; *Teacher Attitudes; Teacher Education; *Teacher Effectiveness; *Teacher Persistence

Selected findings are presented from a survey designed to measure the needs, plans, and perceptions of teachers (N=1,000) in U.S. public schools. Faced with the responsibility for managing their school's budget with limited resources, most teachers would take several other actions before increasing class size or reducing their future salary increases. Mentor teachers and class size were seen as key factors in effective teaching. For teachers who may leave the profession, students' social problems and salary are major factors in their decision. (IAH)

ED 334 169 SP 033 148

Physical Education Model Curriculum Standards. Grades Nine through Twelve.
California State Dept. of Education, Sacramento.
PUB DATE - 91
NOTE - 41p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS - *Class Activities; *Educational Objectives; High Schools; High School Students; Individual Development; Movement Education; Physical Activities; *Physical Education; Physical Fitness; Self Concept; Social Development; State Curriculum Guides
IDENTIFIERS - *California

These physical education standards were designed to ensure that each student achieve the following goals: (1) physical activity--students develop interest and proficiency in movement skills and understand the importance of lifelong participation in daily physical activity; (2) physical fitness and wellness--students increase understanding of basic body systems to

NOTE - 40p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - General (140), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - *Behavior Problems; *Classroom Techniques; Elementary School Students; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Pretests Posttests; *Problem Solving; Questionnaires; Secondary School Students; *Teacher Attitudes; *Teacher Educators
IDENTIFIERS - Discipline Based Research; San Jose State University CA

San Jose State University's School of Education is developing a pre/post test instrument to evaluate the effectiveness of classroom/behavior management courses offered to preservice education trainees. Expert input was sought from professors who teach courses on classroom/behavior management in order to find out what level of agreement would exist with respect to alternative solutions to behavior problems. Approximately 1,200 professors were provided with descriptions of 10 problem situations as well as a list of alternative techniques for dealing with them; they were asked to select the best alternative for handling each problem and make comments. Approximately one-third (432) of the professors returned usable questionnaires. The paper includes the 10 problem situations, alternative techniques for handling them, the percentage of professors who selected each of the alternative methods, a summary of the participants' responses, examples of their comments, and some suggestions for additional ways of handling the problems. The results show agreement on ineffective techniques and diverse opinions on effective techniques. Further research might investigate factors that influence decisions including: gender, ethnicity, socioeconomic status, training, experience, and philosophical approach. (LL)

ED 334 189 SP 033 183

Hardy, Robert C.; And Others
Off Campus Master's Degree Program: A Unique Model.
PUB DATE - 91
NOTE - 10p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS - Case Records; *Extension Education; *External Degree Programs; Higher Education; *Masters Programs; Nontraditional Education; *Observational Learning; Program Descriptions; *Program Effectiveness; Schools of Education; Seminars; *Teacher Education Programs
IDENTIFIERS - *Human Development Degree Programs; University of Maryland College Park

A 3-year, off-campus Master's degree program in human development has been implemented since 1978 in various counties in Maryland by the Department of Human Development of the University of Maryland (College Park). The main ingredient of the program is on-site, direct observation of teacher/student behavior followed up by small group sessions under trained participant/leaders and total group seminars under a trained faculty team. Each participant maintains an anecdotal record based on student behaviors. These records are then analyzed, summarized, interpreted, and shared. Based on findings, the participants begin building a repertoire of strategies, skills, and techniques; recognize patterns of academic behavior; form hypotheses; and ask and answer questions. During the first and second years of the program, participants receive coefficient—also called the semi-partial correlation coefficient and reported in squared form as the incremental "r squared"—were compared for variables in 2,341 two-predictor equations and 8,670 three-predictor equations to examine the information they provided for evaluating variable importance. A subset of 1,316 two-predictor equations lacking suppression and a subset of 1,127 three-predictor equations lacking suppression were also examined. Results show that beta values can be used for interpreting the importance of predictors within an equation, but the interpretation is complex. Caution is required for three or more predictors. It is contended that when evaluating the importance of a variable, it is not wise to use the beta value alone. Thirty-two tables present the results of the analyses. (SLD)

ED 334 209   TM 016 626

Schael, Jocelyne; Dionne, Jean-Paul
Judges' Agreement and Disagreement Patterns when Encoding Verbal Protocols.
PUB DATE - Apr 91
NOTE - 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Adults; *College Graduates; Comparative Analysis; *Encoding (Psychology); *Evaluators; *Interrater Reliability; Nonverbal Communication; *Protocol Analysis; *Sex Differences; Verbal Communication
IDENTIFIERS - *Verbal Routines
The basis of agreement or disagreement among judges/evaluators when applying a coding scheme to concurrent verbal protocols was studied. The sample included 20 university graduates, from varied backgrounds; 10 subjects had and 10 subjects did not have experience in protocol analysis. The total sample was divided into four balanced groups according to gender and experience in protocol analysis. Subjects were asked to think aloud while encoding two protocols—extracted from an ill-designed task—with a grid of categories provided to them. Subjects' verbalizations and non-verbal behaviors and manipulations were recorded. The level of agreement on the final decisions was analyzed under several criteria. The overall agreement among subjects on the selected codes was 61.4%, but the agreement on the reasons for choosing these codes was 85.1%. This marked difference indicates that the codes selected by the evaluators were not always supported by the reasons stated or that the grid categories are ambiguous. The results show that experience with the task presented (i.e., planning a three-course meal) seemed to be more important for agreement than experience with the technique of protocol analysis. Criteria for improving the quality of a grid and the reliability of coders are suggested. Three data tables and two bar graphs are included. The two study protocols and the coding grid are presented. (Author/RLC)

ED 334 210   TM 016 631

Luk, HingKuan
An Empirical Comparison of an Expert Systems Approach and an IRT Approach to Computer-Based Adaptive Mastery Testing.
PUB DATE - Apr 91
NOTE - 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English

complexity of conceptual structure with increasing experience. Nine figures present study data. A 17-item list of references is included. (SLD)

ED 334 228 TM 016 728

Newby, Tim; And Others
Instructional Diagnosis: Effective Open-Ended Faculty Evaluation.
PUB DATE - Apr 91
NOTE - 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Classification; College Faculty; *College Students; Course Evaluation; *Evaluation Methods; *Faculty Evaluation; Higher Education; Instructional Effectiveness; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Characteristics
IDENTIFIERS - *Open Ended Questions; *Small Group Instructional Diagnosis

A faculty evaluation technique was used to classify responses from open-ended evaluations to determine elements of university teaching that were of greatest concern to students and to determine the feasibility of comparing subgroups by instructor gender, class size, and school. Small Group Instructional Diagnosis (SGID) was used--a form of course evaluation that offers students the opportunity to generate answers to open-ended questions. The comments from 147 SGIDs conducted between April 6, 1989 and May 1, 1990 at Purdue University (Lafayette) were compiled. The evaluations were obtained from 3,566 students and resulted in 2,422 comments that were classified by three raters into the following categories: (1) instructor; (2) learner interaction; (3) media; (4) content; (5) printed material; (6) grading; and (7) course policy. The instructor's personal characteristics emerged as the greatest concern to students, followed by the learner being actively involved in the learning process, and then by course content. The results show that responses can be: classified to identify elements of concern to students, and grouped to make comparisons by subgroup feasible. Such comparisons could be used to improve instruction. Sixteen figures and two tables are provided. (SLD)

ED 334 229 TM 016 737

Ryan, Katherine E.
The Performance of the Mantel-Haenszel Procedure.
PUB DATE - Apr 90
NOTE - 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - Black Students; Comparative Analysis; Context Effect; Correlation; *Estimation (Mathematics); Grade 8; *Item Bias; Junior High Schools; *Junior High School Students; *Mathematics Tests; Reliability; Robustness (Statistics); *Sample Size; *Standardized Tests; Test Items; White Students
IDENTIFIERS - *Mantel Haenszel Procedure; Second International Mathematics Study

In an investigation of item bias, the stability of Mantel-Haenszel (MH) estimates across different samples of test takers and principals actually spent their time on the job was a secondary focus of the study. Subjects were 46 elementary school and 33 secondary school principals (96% were males) from a large metropolitan area in the Midwest. The subjects were divided into four groups of 19 to 20 members each corresponding to four divisions or pods comprising the administrative structure of the school district. In the study of time utilization, four high school principals with average and above average performance ratings were observed using the case study method. Subjects were administered the 16PF, and performance was rated by senior administrators of the school system. Results provide some predictive validity support for the relationship between factors measured by the 16PF and principal performance. The superior principal was more educated, assertive, imaginative, self-sufficient, and warmhearted. The study failed to predict the way in which principals spent their time from either their performance ratings or personality profiles. One table summarizes the multiple regression analysis. (SLD)

ED 334 248 TM 016 812

Thompson, Bruce; Daniel, Larry
Canonical Correlation Analysis that Incorporates Measurement and Sampling Error Considerations.
PUB DATE - 7 Apr 91
NOTE - 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Correlation; Educational Research; Generalizability Theory; Mathematical Models; *Measurement Techniques; *Multivariate Analysis; Sampling
IDENTIFIERS - *Canonical Redundancy Statistic; *Sampling Error

Multivariate methods are being used with increasing frequency in educational research because these methods control "experimentwise" error rate inflation, and because the methods best honor the nature of the reality to which the researcher wishes to generalize. This paper: explains the basic logic of canonical analysis; illustrates that canonical analysis is a general parametric analytic method subsuming other methods; and provides an example of one strategy that can be used to investigate the generalizability of multivariate results. Actual data from the Holzinger and Swineford (1939) study are used to contextualize the discussion. Five random samples of 301 cases were drawn from data modeled on the 10,000 cases of Holzinger and Swineford to explain the effects of sampling error. Eight tables and one figure present data, and a 49-item list of references is included. An appendix provides the Statistical Analysis System (SAS) program used. (SLD)

ED 334 249 TM 016 821

Hall, Janie L.; Kleine, Paul F.
Preparing Students To Take Standardized Tests: Have We Gone Too Far?
PUB DATE - 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - *Elementary School Teachers; Elementary Secondary Education; *Instructional Materials; Mail Surveys; *Principals; Questionnaires; School Policy; School Surveys; *Secondary School

NOTE - 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Cognitive Psychology; *Educational Theories; Elementary Secondary Education; Expert Systems; *Instructional Design; *Learning Processes; Literature Reviews
IDENTIFIERS - *Cognitive Sciences

Research in cognitive science that can be incorporated into the instructional design process is summarized. Instructional design shares many features common to other types of design, but its models do not support the kinds of cognitive activities necessary for successful design. Assumptions about learning provided by the descriptions of cognitive science also represent challenges to current instructional design models. Decisions made about instruction should reflect these assumptions, but this is difficult to achieve unless the designer is aware of the assumptions and the model used to guide decision making supports those assumptions. The necessity of developing new tools and analytical procedures for instructional design is discussed. The tools used to design instruction must reflect the assumptions about learning that are inherent in cognitive science theories. The role of the designer may have to be redefined in the next generation of instructional design to reflect the disciplines' commonalities with knowledge engineering. The development of a sufficient knowledge base related to specific design problems and solutions is also critical. One flowchart and a 61-item list of references are included. (TJH)

ED 334 269 TM 016 913

Crews, William E., Jr.
Analysis of Interrater Reliability on the Evaluation of Answers to Open-Ended Questions.
SPONS. AGENCY - North Carolina State Univ., Raleigh. Center for Research in Mathematics and Science Education.; North Carolina State Univ., Raleigh. School of Education and Psychology.
PUB DATE - Feb 91
NOTE - 19p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (Chapel Hill, NC, February 28, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS - Comparative Analysis; *Elementary School Teachers; *Evaluation Methods; Evaluators; Grade 8; *Interrater Reliability; Junior High School Students; *Researchers; *Science Teachers; *Scoring; Testing Problems
IDENTIFIERS - Halo Effect; *Open Ended Questions; Pearson Product Moment Correlation

As part of a study of teacher evaluation of student replies to open-ended questions, a second question--the best method of determining interrater reliability--was examined. The standard method, the Pearson Product-Moment correlation, overestimated the degree of match between researchers' and teachers' scoring of tests. The simpler percent agreement method tended to underestimate agreement. Scores were derived from two science teachers who were teaching a total of five eighth grade classes. Twenty students in each of the classes took the study tests at any one time. Two tests were used (the Earth and Moon Test and the

NOTE - 15p.; The Appendix may not reproduce clearly.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - General (140)
DESCRIPTORS - *Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; *Eligibility; Federal Programs; Low Income Groups; *Program Development; *School Districts; State Departments of Education; Urban Schools
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1

This document outlines practical considerations involved in planning schoolwide projects funded under Title I Chapter 1 of the Elementary and Secondary Education Act, 1975. A schoolwide project is a project conducted by a school district to upgrade the entire educational program of a school that has an enrollment of at least 75 percent low-income students. Eligibility requirements include a written plan and satisfaction of fiscal requirements. The school district's role includes determining eligibility, providing opportunities for the involvement of private school students, and project implementation and evaluation. The state department of education's role includes approving the plan, conducting an annual review, and recommending the project for renewal. Regional Technical Assistance Centers (TACs) provide assistance in all areas of implementation. Funds can be used to plan and implement an effective schools program, reduce class size, train staff and parents, and implement extended-day programs. The project plan must establish goals to meet the special needs of all students and ensure that educationally deprived children are served effectively. Examples of the important elements of schoolwide projects in Baltimore (Maryland) and Philadelphia (Pennsylvania) are included. The criteria for identifying educationally deprived students are outlined. The requirements for schoolwide projects as outlined in the "Federal Register" are appended. (FMW)

ED 334 288   UD 027 973

Evaluating Schoolwide Projects.
Advanced Technology, Inc., Indianapolis, IN.; Chapter 1 Technical Assistance Center, Indianapolis, IN. Region B.
SPONS. AGENCY - Office of Elementary and Secondary Education (ED), Washington, DC. Compensatory Education Programs.
PUB DATE - 86
NOTE - 11p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - *Achievement Gains; *Data Analysis; *Data Collection; Educationally Disadvantaged; Elementary Secondary Education; Evaluation Methods; Federal Programs; *Outcomes of Education; *Program Evaluation; School Districts; Summative Evaluation; Urban Schools
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1

This document outlines requirements for evaluating schoolwide projects funded under Title I Chapter 1 of the Elementary and Secondary Education Act, 1975. The following school-level requirements must be met on a school by school basis: (1) demonstrate the aggregate achievement gains of all disadvantaged students in grades 2-12; (2) examine student-level achievement gains and modify the program accordingly; (3) monitor and assess the attainment of desired outcomes at all grade levels; and (4) conduct an annual review. District-level requirements include examining the academic achievement of students in the regular program and conducting a sustained effects study every three

EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Aptitude; *Chinese; Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; Higher Education; *Student Attitudes; *Student Characteristics; *Teacher Influence; Teacher Student Relationship; Urban Schools
IDENTIFIERS - *Hong Kong

Chinese students and teachers perceive a different pattern of relationships between academic ability and effort than do American students and teachers. This study of the effect of teachers' evaluative behavior on the perceived academic ability and effort of Chinese students replicates a study by Meyer (1979) using American students. The sample consisted of 599 Chinese elementary, secondary, and university students, and 98 teachers. Subjects were asked to evaluate a series of scenarios in which a teacher either praised a student performance, blamed a student for failure, or gave a neutral response to student performance on tasks of varying difficulty. Chinese students were found to be similar to American students in that they perceived that success in difficult tasks indicated higher ability and effort than those in easy ones, and failure in easy tasks indicated lower ability and effort than in difficult ones. Also, task difficulty was an important cue for ability and effort levels among older students, but success or failure was the cue for ability and effort among younger students. However, ability and effort are very closely related for Chinese students, but are perceived as two separate entities by American students. A list of 13 references and three tables of statistical data are appended. (FMW)

ED 334 307 UD 028 118

Davis, Donna G.; McDaid, Janet L.
A Survey of Senior High Vietnamese Students' Perceptions and Needs.
PUB DATE - 7 Apr 91
NOTE - 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Speeches, Conference Papers, 'Papers Presented at...' (150), Reports - Research/Technical (143)
DESCRIPTORS - *Academic Aspiration; *Adjustment (to Environment); *Asian Americans; *Educational Needs; High Schools; High School Students; Needs Assessment; *Student Needs; Urban Schools; *Vietnamese People
IDENTIFIERS - *California (San Diego)

This document reports the findings of a survey of the academic, social, counseling, and language needs of Vietnamese high school students in San Diego (California). All 311 Vietnamese students in grades 10 and 11 at three high schools responded. The following summary findings are presented: (1) students perceive their school experiences to be positive; (2) students do well academically in all subject areas, but especially in those areas where English is not critical to success; (3) both students and their parents expect that students will pursue postsecondary education; (4) students are well socialized; (5) students often have family responsibilities that interfere with their current schooling and limit options for postsecondary education; (6) students may not have the necessary language proficiency or financial resources to attend the college of their choice; (7) nearly all students experience some discrimination from students and teachers, and, to a lesser extent, from counselors; (8) although students perceive that their parents are interested in their education, they report that their parents do not meet their teachers or participate in

Hispanic American Students; New York City Board of Education; *Project CARE NY

This evaluation of the 1989-90 Career Awareness and Resource Education Program for Hispanic Bilingual High School Students (Project CARE) in New York City found that the program met most of its objectives, but recommended that the unrealistic staff development objective be revised. Project CARE, funded under Title VII of the Elementary and Secondary Education Act, provides the following services to at-risk Spanish-speaking limited-English-proficient (LEP) students: (1) English as a Second Language (ESL); (2) native language arts (NLA); (3) bilingual mathematics, science, and social studies; and (4) career counseling. The project also offered ESL instruction for parents and offered staff the opportunity to attend workshops and college courses. Evaluation information included student performance on the Language Assessment Battery (LAB) and attendance and dropout rates. The following conclusions are presented: (1) the project met its objectives in ESL, attendance, career advisement, guest speakers, curriculum development, and parental involvement; (2) the project partially met its dropout prevention objective; (3) the project did not meet its content area objective due to the participants' low native-language literacy; and (4) the project did not meet its unrealistically high objective for staff attendance at college courses. Statistical data are presented in three tables. (FMW)

ED 334 326 UD 028 146

Multicultural Counselor Leadership Institute (MCLI) 1989-90. Final Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE - Aug 90
NOTE - 25p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Cultural Awareness; Curriculum Development; Elementary Secondary Education; *Limited English Speaking; Material Development; *Multicultural Education; *School Counselors; *School Social Workers; *Staff Development
IDENTIFIERS - New York City Board of Education

In recent years, an increasing number of limited English proficiency (LEP) students have entered the New York City school system with limited resources to cope with the demands of a complicated urban society. Although regulations require that these students receive support services, there are not enough trained bilingual counselors nor enough appropriate multicultural counseling models to help them. This report documents the Office of Research, Evaluation, and Assessment's (OREA) evaluation of the Multicultural Counselor Leadership Institute (MCLI) in its first year of funding by the New York State Education Department, Division of Bilingual Education. The project, managed by the Office of Student Guidance Services, provided staff and curriculum development for elementary, intermediate/junior high, and senior high school guidance counselors throughout New York City. MCLI was designed to give guidance personnel the opportunity to describe the counseling services they offered as well as to make recommendations as to which additional services, activities, and resources they would like to be able to offer. The program also sought to provide practitioners with current strategies and materials to use with LEP students. The evaluation of each stage of the institute was conducted through surveys and feedback questionnaires. Participants in staff development activities

indoctrination since the communist takeover of South Vietnam. Twelve charts, two maps, and an outline of Vietnamese history are included. A description of the new year celebration is also included. A 28-item bibliography is appended. (FMW)

education systems. The conference also addressed priorities and modalities for regional and international co-operation in the field of education during the 1990s. The conference considered these matters in plenary meetings and in commissions. The general report and the reports of the two commissions, together with the recommendations adopted by conference members, constitute the final report contained in this document. Five appendices also are included: (1) Agenda; (2) Opening Addresses; (3) Closing Addresses; (4) List of Documents; and (5) List of Participants. (Author/DB)

ED 334 148   SP 032 985

Packard, Richard; Dereshiwsky, Mary I.
Final Quantitative Assessment of the Arizona Career Ladder Pilot-Test Project: Results of the Perception Assessment Scale; District Responses Reported by Survey Items, Sub-Sections, and Demographics.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE - 18 Jan 91
NOTE - 282p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE - Numerical/Quantitative Data (110)
DESCRIPTORS - Accountability; *Career Ladders; Educational Environment; Elementary School Teachers; Elementary Secondary Education; Job Performance; Peer Evaluation; *Perception Tests; *Pilot Projects; School Districts; Secondary School Teachers; Staff Development; State Surveys; *Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS - *Arizona; *Perception Assessment Scale

In 1985 the Arizona Legislature established a 5-year pilot-test program for teachers, under the direction of the Joint Legislative Committee on Career Ladders. Its purpose was to implement and evaluate a process of rewarding teachers based on their actual performance levels, rather than solely on years of experience and/or accumulated college credits. As part of the systematic evaluation process, a random sample of teachers in the 14 participating school districts were asked to complete a questionnaire entitled the "Perception Assessment Scale" (PAS) survey. The survey consisted of three types of questions: (1) demographic items; (2) Likert-scaled attitudinal items; and (3) open-ended questions seeking feedback on the Career Ladder program. This document presents the 1989 and 1990 PAS quantitative average responses in a comparative side-by-side columnar format. The 14 tables containing these averages are broken down by district as well as by demographic variables. The introductory pages of the document explain how to read and interpret the quantitative information in each of the tables and how to compare areas of relative increase and/or decrease in perceived attitude by time (1989-1990), as well as by district, sub-section, and demographic variable. Thus, changes in attitudes may be identified and potential explanatory factors isolated. (LL) develop and maintain the highest possible level of physical fitness and wellness; (3) movement skills and movement knowledge--students increase effective motor skills development, understand the fundamentals of movement by practicing and analyzing purposeful movement, and appreciate the aesthetics of expressive and creative movement; (4) social development and interaction--students learn appropriate prosocial behaviors and leadership skills by participating in planned physical activities in which they develop an appreciation of self and others, experience independent and group work, and learn how to cooperate and compete with others in the achievement of common goals; (5) self-image and self-realization--students develop and maintain a positive self-image, value their personal identity, and have the opportunity to develop and display self-control, self-direction, and self-expression; and (6) individual excellence--students are encouraged to achieve high personal levels of performance by integrating psychosocial development, growth and development, and the humanities. The six sections of these standards are based on these goals; each section provides objectives and representative activities. (AMH)

ED 334 170 SP 033 150

Hollingsworth, Sandra; Teel, Karen
Learning To Teach Reading in Secondary Math and Science: Beliefs, Practice, and Change in Teacher Education. Research Series No. 203.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PUB DATE - 91
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Research/Technical (143)
DESCRIPTORS - Attitude Change; *Classroom Techniques; *Content Area Reading; Higher Education; Practicums; Preservice Teacher Education; Qualitative Research; Secondary Education; Secondary School Mathematics; Secondary School Science; *Student Teacher Attitudes; Student Teaching; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS - University of California Berkeley

A qualitative investigation was undertaken of the impact of a yearlong secondary reading course and practicum on two preservice teachers' beliefs about reading instruction and their actual classroom practices. Course-related data included transcribed interviews with the course instructor, narratives of course observations, and copies of course materials/assignments. Classroom-related data included interviews and observations with the preservice teachers as they taught in their mathematics and science practicums, their written journal materials, and interviews with their university supervisors and cooperating teachers. These triangulated data were analyzed using a constant comparative method to describe the differences and similarities between the course instructor's and the teachers' reading beliefs and practices. Findings showed that, although both preservice teachers could articulate revised beliefs about reading instruction in content areas, they were unable to deepen their knowledge through application in classroom settings. Thus, neither incorporated reading instruction into their mathematics and science instruction as beginning teachers. Influences of these findings on some supervisors and suggestions for reading teacher education are discussed. (Author/AMH) three credit hours for each of the following courses: (1) Introduction to Human Development and Child Study; (2) Biological Bases of Behavior; (3) Social Bases of Behavior; (4) Integrative Behavior; (5) Learning Theory and the Educational Process; and (6) Quantitative Research Methods. The third year of the program involves independent study in specific courses, as well as large and small group meetings. The service value of delivering such alternative programs in remote areas is stressed, as well as success in transferring the model to other settings. (LL)

ED 334 190   SP 033 185

Jeffery, Peter, Ed.
Set. Research Information for Teachers. Number Two 1990.
Australian Council for Educational Research, Hawthorn.; New Zealand
  Council for Educational Research, Wellington.
PUB DATE - 90
NOTE - 71p.; For a related document, see SP 033 151.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE - Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS - Adapted Physical Education; Athletic Equipment;
  Beginning Teachers; Cost Effectiveness; Critical Viewing;
  Educational Environment; *Educational Resources; Elementary
  Secondary Education; Equipment Evaluation; Foreign Countries;
  Intelligence Tests; Mathematical Enrichment; Metacognition;
  Nuclear Warfare; *Reference Materials; Sex Fairness; Teaching
  (Occupation); Television; Weather
IDENTIFIERS - *Australian Council for Educational Research; *New
  Zealand Council for Educational Research

This set of research materials incorporates information for teachers, principals, students, lecturers, and actively involved parents. Included are leaflets and brief reports designed for private study, staff meetings, inservice courses, or small group discussion. The package contains 15 research studies: "Modified Sports: Kiwi and Aussie" (Velma McClellan, Julie Leibrich, Jennifer Bradshaw, and Jenny Neale); "IQ Tests and Cultural Distance" (James Flynn); "School Climate: Assessing and Improving School Environments" (Darrell Fisher and Barry Fraser); "School Level Equipment Questionnaire (SLEQ)" (Darrell Fisher and Barry Fraser); "Size, Costs, Curriculum in Secondary Schools" (Phillip McKenzie); "Education and Employment" (Paul Callister); "Good and Bad in Prime Time TV for Kids" (Mark Dewalt); "Girls are Better than Boys?" (Tony Gallagher); "Small Children Solve Big Problems" (Lyn English); "Increasing Meta-learning Part 2: Thinking Books" (Susan Swan and Richard White); "Finding Your First Job: From College to Classroom under New Rules" (Marie Cameron, Lexie Grundoff, Marilyn Gwilliam, Roger Peddie); "Weather and Wickedness" (Bill Badger and Eric O'Hare); "Lessons from Mrs. A. and Mrs. P" (Phillipa Lane); "Teenage Perceptions in a Still Nuclear Age" (Greta Barnhart-Thomson); and "I Only Think of the Men...I Don't Think of the Women" (Adrienne Alton-Lee, Prue Densem, Graham Nuthall). (LL)

EDRS PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS - Achievement Tests; *Adaptive Testing; College Entrance Examinations; Comparative Analysis; *Computer Assisted Testing; *Estimation (Mathematics); *Expert Systems; Higher Education; Item Response Theory; *Language Tests; *Mastery Tests; Mathematical Models; Simulation; *Spanish; *Undergraduate Students
IDENTIFIERS - College Board Achievement Tests; *EXSPRT; Placement Tests; Three Parameter Model

This study examined whether an expert system approach involving intelligent selection of items (EXSPRT-I) is as efficient as item response theory (IRT) based three-parameter adaptive mastery testing (AMT) when there are enough subjects to estimate the three IRT item parameters for all items in the test and when subjects in the item parameter estimation (IPE) sample are different from those in the validation sample. EXSPRT is based on expert systems reasoning, Bayesian reasoning, and A. Wald's sequential probability ratio test. The 100-item multiple-choice College Entrance Examination Board Spanish Achievement Test (CEEBSAT) was administered to 1,672 undergraduate students at Indiana University (Bloomington): 1,000 examinees were assigned to an IPE group, and 672 examinees were assigned to a validation group. The CEEBSAT is a paper-and-pencil test consisting of a 40-item listening subtest and a 60-item reading subtest. IPE and test reenactments were conducted separately for the two subtests. The two subject groups were essentially the same with respect to the two subtests. Although EXSPRT-I decision accuracies were not as high as expected, they were reasonably high for many practical purposes. EXSPRT-I required the least number of test items to reach a mastery or non-mastery decision for non-masters, followed by AMT, and then EXSPRT with random selection of items. EXSPRT-I is more accurate and more efficient in making mastery decisions than AMT; however, it is less accurate but more efficient than AMT for non-mastery decisions. EXSPRT is less complicated conceptually and mathematically and is more practical since it does not require a large parameter estimation sample. Three data tables and a 13-item list of references are included. Study formulas and algorithms are presented. (RLC) different sample sizes and the robustness of the MH procedure with respect to item context effects were investigated. Data from the Second International Mathematics Study (1985) were analyzed. The data consisted of responses to 40 core items on the mathematics tests and one of four 35-item rotated mathematics tests for a core sample of 670 black and 5,015 white eighth graders in the United States. Most analyses were performed with a sample of just over 100 blacks and slightly over 1,000 whites. Correlations between different samples of test takers were low, suggesting that relatively larger sample sizes were necessary for stable estimates. Correlational analyses also suggest that the MH procedure was robust to item context effects. Four of the 40 core items were identified as functioning differently for black and white test takers. The MH procedure is useful in detecting differential item functioning; however, further investigation is needed to determine the sample size necessary for stable estimates. Seven tables present study results. A 21-item list of references is included. (SLD)

Teachers; Standardized Tests; *Superintendents; *Test Coaching;
Testing Problems; Test Results; Test Validity
IDENTIFIERS - *Test Directors

Two specific questions related to the impact of test preparation materials on test validity were addressed: how extensively test preparation materials are being used; and which materials are being used. Four stratified random samples were drawn from four geographical regions. The 564 subjects in each sample included: (1) school superintendents; (2) testing coordinators; (3) principals; and (4) teachers. A total of 1,262 subjects (56%) responded to a 15-item mail questionnaire referring to norm-referenced tests. Data for 1,012 respondents were analyzed. Sixty-six percent (66%) of the respondents used test preparation materials, although teachers reportedly used them less than one would expect based on the reports of superintendents and testing coordinators. Approximately one-third of the 66% respondents who reported using test preparation methods used the "Scoring High" materials, resources that W. Mehrens and J. Kaminski (1989) suggest place the validity of the test in question. The second most often used materials--"Improving Test Taking Skills"--were not linked with a test and should not limit the generalizability of test results. Many educators appeared to use appropriate materials, but concern remains that materials are often used that violate the integrity of test results. It is concluded that in most cases, educators have not jeopardized test valididty. However, the continuing pressure on school districts to perform as well as other districts may cause future problems. (SLD)

Earth and Sun Test), which each contained 13 open-ended questions. The researcher and teachers evaluated the tests separately. Only the total number of correct answers for each student was used in the statistical analyses. Matched t-tests showed that most of the sets of scores could not be considered the same. A second sum of squares was derived fitted to the researcher's scores. A ratio of the two sums produced a fraction comparable to the correlation coefficient. Teachers usually evaluated answers adequately, but tended to count more answers correct than did the researcher for the higher ability classes. It is concluded that the halo effect was in operation; teachers should be warned to anticipate this type of bias. Four data tables are included. An appendix presents the instruments used. (SLD)

ED 334 270   TM 016 915

Sins, Christopher A.; And Others
Self-Regulated Learning and Academic Performance in Middle School Children.
PUB DATE - Apr 91
NOTE - 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE - Reports - Research/Technical (143), Speeches, Conference Papers, 'Papers Presented at...' (150)
DESCRIPTORS - *Academic Achievement; Achievement Tests; Affective Behavior; *Elementary School Students; Grade 6; Intermediate Grades; *Learning Processes; Locus of Control; *Middle Schools; *Performance; *Predictor Variables; Self Concept; Standardized Tests
IDENTIFIERS - *Self Regulation

The relationship between self-regulation, using measures from the affective and cognitive domains, and academic performance was investigated for 62 middle-school (grade 6) students. Key aspects of self-regulated learning studied were planning and self-assessment. A range of affective variables, including self-concept and locus of control, was also examined. Teachers' perspectives on students' academic ability were obtained, and standardized test scores were used as a measure of academic achievement. Findings indicate that while such metacognitive variables as planning and self-assessment abilities were significantly related to achievement in mathematics, reading, and science, student and teacher perceptions of scholastic ability were more salient factors in predicting academic performance. The locus of control variable did not appear to have much utility in predicting classroom grades and performance on standardized measures of achievement. Implications of these findings for educational practice are discussed. A 67-item list of references is included, and three tables present study data. (Author/SLD) years. A summative evaluation must be conducted at the end of the third project year comparing the achievement gains attained in grades 2-12 by the schoolwide project to the achievement gains of either other disadvantaged students in the district that same year, or to the achievement gains of disadvantaged students in the same school for the 3 years prior to the initiation of the project. The following materials are appended: (1) a guide for determining project years; (2) two examples of determining "comparable data" for evaluation purposes; (3) two forms for defining the basis of the achievement gain comparison; (4) an example of the calculation of average achievement gains; and (5) the requirements for demonstrating desired outcomes. (FMW)

ED 334 289   UD 027 974

Davis, Alan; Quilling, Mary R.
Meeting the Accountability Requirement for Schoolwide Projects.
Advanced Technology, Inc., Indianapolis, IN.; RMC Research Corp., Denver, CO.
PUB DATE - Aug 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS - Academic Achievement; *Accountability; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; School Districts; Selection; *Student Evaluation
IDENTIFIERS - *Education Consolidation Improvement Act Chapter 1

Schoolwide projects may use Chapter 1 resources to improve the entire educational program of a school. In this respect they differ from other Chapter 1 projects in which resources are used to provide additional services only to students identified as educationally disadvantaged. It is possible that educationally disadvantaged students, who are the focus of P.L. 100-297, will receive less direct educational benefit in a schoolwide project. To protect against this, schoolwide projects are subject to additional accountability requirements: each schoolwide project is required to demonstrate that it is more effective than a traditional Chapter 1 program in improving the achievement of its educationally disadvantaged students. If greater effectiveness cannot be demonstrated after a 3-year period, a school will lose its status as a schoolwide project and revert to a traditional project. This paper discusses the options available to schools to satisfy the accountability requirement for schoolwide projects. Its purpose is to provide general practical guidance in selecting and implementing an approach that will fit local circumstances. (EVL) parent-community activities; (9) students worry most about the future; (10) students practice and value their cultural customs and feel they need education directed to more understanding of their culture and history; and (11) students and parents need more information about postsecondary education options. Statistical data are presented in three tables. A list of three references is appended. (FMW)

ED 334 308   UD 028 125

Kryder-Coe, Julee H., Ed.; And Others
Homeless Children and Youth: A New American Dilemma.
PUB DATE - 91
NOTE - 351p.; Foreword by Congressman George Miller.
LANGUAGE - English
EDRS-PRICE - Document Not Available from EDRS.
PUB TYPE - Books (010), Collected Works - General (020)
DESCRIPTORS - Adolescents; Childhood Needs; *Disadvantaged Youth; *Homeless People; *Housing Needs; *Policy Formation; *Poverty; Public Policy; *Welfare Services; Young Children
IDENTIFIERS - *Policy Issues

These 11 reports focus on policy responses to the needs of very young children who are part of a homeless family, and older young people who are homeless but on their own. The following chapters are included: (1) J. M. Molnar's introduction to the relationship between chronic poverty and homelessness; (2) "Beyond the Numbers: Homeless Families with Children" (L. Mihaly); (3) "Homeless Youth: An Overview of Recent Literature" (M. J. Robertson); (4) "Poverty, Homelessness, Health, Nutrition, and Children" (J. D. Wright); (5) "Developmental and Educational Consequences of Homelessness on Children and Youth" (Y. Rafferty); (6) "Macroeconomic Issues in Poverty: Implications for Child and Youth Homelessness" (K. Y. McChesney); (7) "What Is Wrong with the Housing Market" (C. Hartman and D. Zigas); (8) "What Is Wrong with Our Housing Programs" (C. Hartman and D. Zigas); (9) "Remedies for Homelessness: An Analysis of Potential Housing Policy and Program Responses" (M. A. Stegman); (10) "The Welfare System's Response to Homelessness" (L. A. Wolfe); and (11) "Child Welfare Services and Homelessness: Issues in Public Policy, Philosophy, and Programs" (C. W. Williams). Statistical data are presented in 26 tables and nine graphs. Each chapter includes a list of references. (FMW) reported a significant gain in knowledge and favorably evaluated all aspects of their experience. Four tables summarizing results of the survey are included. (CJS)

ED 334 327 UD 028 147

Rivera, Natasha
Bilingual Resource Instruction for the Development of Gainful Employment Skills (Project BRIDGES), 1989-90 Final Evaluation Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE - Aug 90
NOTE - 17p.
LANGUAGE - English
EDRS-PRICE - EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE - Reports - Evaluative/Feasibility (142)
DESCRIPTORS - *Bilingual Education Programs; Compensatory Education; *Dropout Prevention; English (Second Language); Federal Programs; High Schools; *High School Students; Limited English Speaking; *Minority Groups; Program Evaluation; Urban Schools; *Vocational Education
IDENTIFIERS - *Elementary Secondary Education Act Title VII; *New York City Board of Education; Project BRIDGES NY

This evaluation of the 1989-90 Bilingual Resource Instruction for the Development of Gainful Employment Skills (Project BRIDGES) in New York City found that the program met most of its objectives. Project BRIDGES, funded under Title VII of the Elementary and Secondary Education Act, provides the following services to at-risk limited-English-proficient (LEP) students: (1) English as a Second Language (ESL); (2) native language arts (NLA); (3) bilingual content area subjects; and (4) vocational education. The project also included curriculum development, ESL instruction for parents, and opportunities for staff to attend workshops and college courses. Evaluation information included student performance on the Language Assessment Battery (LAB) and attendance and dropout rates. The following conclusions are presented: (1) the project met its objectives for native language arts, bilingual content area subject instruction, attendance, and vocational education; (2) the project partially met its English as a Second Language and dropout prevention objectives; and (3) the project's strength was the provision of individualized instruction and vocational support services. Statistical data are presented in three tables. (FMW)

Abedin, Saleha M.
The Moral and Ethical Orientations of Islam and Other Revealed Religions: A Comparative Perspective.
16p. 1mf. L1 ED 333 312

Abidin, Richard R.; Brunner, John F.
The Development of a Measure of the Parenting Alliance.
12p. 1mf. L2 ED 333 979

Abraham, Ansley A.
They Came to College? A Remedial/Development Profile of First-Time Freshmen in SREB States. Issues in Higher Education No. 25.
14p. 1mf. L1 ED 333 783

Abwender, David A.; And Others
Adolescents' Concerns Following Relocation: Comparison with Parents' Perceptions.
10p. 1mf. L1 ED 333 294

Adams, Hazard
The Difficulty of Difficulty. Report Series 4.2.
25p. 1mf. L1 ED 333 435

Adams, Kay
Examining Black Underrepresentation in Gifted Programs.
19p. 1mf. L1 ED 334 293

Adams, Nancy; And Others
The Effects of Divorce on Achievement, Behavior, and Attendance of Seventh Grade Students.
26p. 1mf. L1 ED 333 270

Adelman, Pamela B.; Wren, Carol T.
Learning Disabilities, Graduate School, and Careers: The Student's Perspective.
37p. 1mf. L1 ED 333 683

Adler, Michele
The Disabled: Their Health Care and Health Insurance.
7p. 1mf. L1 ED 333 691

Aiex, Nola Kortner; Smith, Carl, Comp.
Observation and Feedback. Learning Package No. 12.
43p. 1mf. L1 ED 333 378

Aist, Eugene H.; Thompson, Dale E.
Professional Development Institute: A Personnel Development Workshop for New Postsecondary Vocational Technical Instructors.
25p. 1mf. L1 ED 333 173

Albers, Dennis
Predicting Nonsuccess in Beginning College Mathematics Courses.
20p. 1mf. L1 ED 333 921

Alcorn, Bruce K.
Retaking the NTE Core Battery: What Helps?
17p. 1mf. L1 ED 334 255

Alexieva, Bistra
The Optimum Text in Simultaneous Interpreting: A Cognitive Approach to Interpreters' Training.
17p. 1mf. L1 ED 333 750

Algozzine, Bob; And Others
Behaviorally Disordered? Assessment for Identification and Instruction. Working with Behavioral Disorders: CEC Mini-Library.
47p. 1mf. L1 ED 333 660

Allen, Felicity
Academic Women in Australian Universities. Monograph No. 4.
41p. 1mf. L1 ED 333 842

Allen, Kathryn; Carl, David
Model Vocational Education Distance Learning Project. Project Number: 88420032-57.
43p. 1mf. L1 ED 333 189

Allexsaht-Snider, Martha
Parent-Teacher Interaction in a Bilingual Context: Teachers'

Dolmans, Diana H. J. M.; And Others
Course Improvement Based on Course Content Data: An Explorative Study Conducted in a Problem-Based Curriculum.
13p. 1mf. L1 ED 334 220

Domke, Darla
Creative Activities for Teaching English as a Foreign Language. ERIC Digest.
4p. 1mf. L1 ED 333 713

Donaldson, Frank
Catholic School Publications: Unifying the Image.
69p. 1mf. L1 ED 333 427

Donlan, Dan; Hough, David
Toward a Complete Response to Literature; Discussion Clusters, Guides and Writing.
34p. 1mf. L1 ED 333 480

Donoghue, John R.; Allen, Nancy L.
"Thin" versus "Thick" Matching in the Mantel-Haenszel Procedure for Detecting DIF.
36p. 1mf. L1 ED 334 230

Dorian, James C.; Ward, Diane M.
Student Loan Programs: Management and Collection.
302p. 4mf. L2 ED 333 821

Dowd, Steven B.
Adult Education in Radiologic Technology: A Review.
36p. 1mf. L1 ED 333 145

Accountability and the New Essentials.
22p. 1mf. L1 ED 333 144

Dowhower, Sarah L.
The Beginning of the Beginning: A Comparison of Classroom Management Practices of Novice and Experienced Kindergarten Teachers the First Month of School.
18p. 1mf. L1 ED 333 548

Drake, David
Designation of Texas Public Community/Junior College Resource Centers and Their Chief Administrative Officers.
10p. 1mf. L1 ED 333 939

Draper, James A., Ed.
Writings Relating to Literacy Done at the Ontario Institute for Studies in Education.
40p. 1mf. L1 ED 333 765

Drier, Harry N.
Career Transitions. Taking Advantage of Your U.S. Air Force Military Experience To Become the Employer's Choice. Helpful Hints That Result in Employment Advantage.
36p. 1mf. L1 ED 333 114

Drons, Michael T.
Guidelines for Identification, Educational Programs for Gifted and Talented Children.
46p. 1mf. L1 ED 333 617

Ducci, Maria A.
Financing of Vocational Training in Latin America. Discussion Paper No. 71.
42p. 1mf. L2 ED 333 153

Dufrene, Phoebe
Contemporary Powhatan Art and Culture: Its Link with Tradition and Implications for the Future.
21p. 1mf. L1 ED 334 123

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